The Effect of Semantic Vocabulary Mapping Strategy on Media Students' Performance in News Reporting

Inst. Dr. Zuaida Samir Ayed
College of Arts/Tikrit University
Zubaidas83@tu.edu.iq

تأثير استراتيجية رسم الخرائط الدلالية للمفردات على أداء طلاب الإعلام في إعداد التقارير الإخبارية

م.د زبيدة سمير عايد

جامعة تكريت / كلية الاداب

Abstract

The purpose of the current study is to examine the effect of semantic vocabulary mapping strategy in reporting news for Media department students . An experimental design was adopted in this research. A sample of 54 students were chosen at random way from Collage of Arts Tikrit university fourth stage during the 2023–2024 academic year that represent 60% of the total enrollment. The sample consists of two groups: the experimental and control groups. The both groups received instruction in reporting news ,but with experimental group by using semantic vocabulary mapping strategy which included thematically organizing media vocabulary around core news concepts. And utilizing Coggle application for constructing and presenting semantic vocabulary maps while the control group has received instruction via the conventional method. An achievement test has been applied to the two groups. The findings demonstrate that reporting news skills in the classroom with semantic vocabulary mapping strategy is more successful than doing so with the conventional method. The research ends with some concludes.

Key words: Semantic Vocabulary Mapping, Mapping Strategy, Coggle, Reporting News .

المستخلص

تأثير استراتيجية رسم الخرائط الدلالية للمفردات على أداء طلاب الإعلام في إعداد التقارير الإخبارية

الغرض من الدراسة الحالية هو فحص تأثير استخدام استراتيجية رسم خرائط المفردات الدلالية على مهارة إعداد التقارير الإخبارية لطلاب قسم الإعلام. وقد تم اعتماد التصميم التجريبي في هذه الدراسة. تم اختيار عينة من ٥٤ طالبًا بطريقة عشوائية من كلية الاداب جامعة تكريت المرحلة الرابعة خلال العام الدراسي ٢٠٢٣-٢٠٢٤ والتي تمثل ٦٠٪ من إجمالي طلبة المراحل الثالثة. تتكون العينة من مجموعتين: المجموعة التجريبية والمجموعة الضابطة كلتا المجموعتين تلقت تدريس كتابة التقارير الاخبارية باللغة الانكليزية، ولكن مع المجموعة التجريبية باستخدام استراتيجية رسم خرائط المفردات الدلالية والتي تضمنت مفردات حول مفاهيم الأخبار الأساسية. حيث تم استخدام (تطبيق كوجل) كبرنامج الكتروني لرسم الخرائط. بينما تلقت لبناء وتقديم خرائط المفردات المجموعة الضابطة تعليمات عبر الطريقة التقليدية. تم تطبيق اختبار تحصيلي على المجموعتين. توضح النتائج أن اعداد التقارير الاخبارية في الفصل الدراسي باستخدام استراتيجية رسم خرائط المفردات الدلالية أكثر نجاحًا من القيام بذلك بالطريقة التقليدية. وينتهي البحث ببعض الاستنتاجات.

الكلمات المفتاحية: رسم الخرائط الدلالية للمفردات، استراتيجية رسم الخرائط، كوجل، التقارير الإخبارية.

Introduction

1.1 The Problem

Students in media department face considerable challenges in mastering the skills required for effective news reporting. One of the most critical obstacles is their limited vocabulary repertoire, which

impedes their ability to express facts, analyze events, and organize news content using appropriate language (Shoemaker & Reese, 2014). News reporting demands not only linguistic fluency but also semantic precision and the ability to recognize and employ thematic and contextual vocabulary that aligns with journalistic standards (Harrower, 2012). Traditional teaching methods, often characterized by linear instruction and passive vocabulary memorization, have shown limited efficacy in equipping students with the active lexical and cognitive skills necessary for dynamic news production. Consequently, many media students struggle with issues such as lack of coherence, imprecise wording, and insufficient use of journalistic terminology in their reporting tasks.This gap between knowledge and performance calls for pedagogical innovations that address both the semantic development and the practical application of vocabulary in authentic reporting contexts (Pavlik & McIntosh, 2018).Semantic vocabulary mapping strategy (SVMS), which involves the graphical representation of words, their meanings, and their interrelations within a given thematic field (Heimlich & Pittelman, 1986). When applied to news reporting, this strategy can help students understand how journalistic vocabulary is structured, used, and contextualized. Through visual organization, learners are enabled to build meaningful associations (Schmitt, 2008). Furthermore, integrating digital tools such as Coggle, a platform, allows for interactive and collaborative creation of semantic maps. Therefore, this study seeks to investigate the extent to which semantic vocabulary mapping, supported by the use of Coggle, can enhance students' performance in the task of news reporting. it aims to offer empirical insights into innovative vocabulary-based strategies that foster clarity, precision, and fluency in news reporting among media department students.

1.2 Aims of the Research

The research aims at :

1. Assessing the average level of the fourth stage students' achievement in reporting news.
2. Finding out the benefit of using semantic vocabulary mapping strategy on Media departments students ' achievement in reporting news in the posttest .
3.Finding out whether there is any significant difference between the students' achievement according to gender in the Posttest.

1.3 Hypotheses of the Research

It is hypothesized that :

1. There is a statistically significant difference between the average level of the students' achievement in reporting news and the theoretical level in the posttest.
2.There is a statistically significant difference between the mean scores of the experimental group which is taught by using Semantic Vocabulary Mapping Strategy and the mean scores of the control group which is taught according to the conventional method in the posttest.
3.There is a statistically significant difference between the mean scores of the students ' achievement according to gender in the Posttest.

1.4 Limits of the Research

The limitations of the research are:

1.University of Tikrit/ Collage of Arts /fourth stage students of Media departments /the academic year 2023_2024 / the second semester.
2.Some chapters from the text book Headway plus for un specialized departments.
3. The Model of this research is Heimlich and Pittelman (1986)model of Semantic Mapping Strategy . And Coggle Digital for James Crosby (2013) Platform for drawing maps.

1.6 Plan of the Research

This research employs the following procedures to fulfill its objectives and validate its hypothesis:

1.A sample of fourth-stage of Media department students at Tikrit University was chosen, and they were divided into two equal groups: the experimental group and the control group.
2. Equalizing the sample based on the following variables: age, parents academic achievement, previous year's English language test results, and pretest results.
3. Constructing a pre-posttest.
4. Using semantic vocabulary strategy via Coggle platform to teach the experimental group while employing the conventional method to teach the control group.
5. At the end of the instructional period the two group of the students are subjecting to the constructed test

.
6. Calculating the test's validity, reliability, difficulty level and discriminating power.
7. A statistical analysis and interpretation will be done on the results.
8.Explaining the findings and offering conclusions.

Theoretical Background and Previous Studies
2.1 Semantic Vocabulary Maps

Semantic vocabulary maps are instructional tools designed to visually display the relationships between words and their associated meanings, categories, synonyms, or contexts. They consist of a central concept term that branches out into connected ideas or words, allowing learners to construct a network of semantic associations that mirror natural language organization (Heimlich & Pittelman, 1986). This method promotes a visual-spatial representation of language, which enables students to organize vocabulary in clusters that facilitate deeper comprehension and contextual usage (Graves, 2006). The effectiveness of semantic mapping lies in its alignment with schema theory, which posits that comprehension improves when new information is integrated into pre-existing cognitive frameworks (Anderson & Pearson, 1984). As students build these maps, they activate prior knowledge and link it with new vocabulary, reinforcing retention and practical application. In second language acquisition , such strategies have been proven especially helpful for learners who face difficulty in recognizing word connotations, collocations, and usage in various registers (Schmitt, 2008). This is particularly relevant for media students who must master specialized vocabulary related to journalism, politics, society, and culture. Visual learners benefit from the spatial arrangement of terms, while analytical learners engage with the logical connections among ideas (Marzano & Pickering, 2005). In this regard, vocabulary mapping enhances metacognitive awareness and promotes learner autonomy, both of which are essential for advanced academic and professional communication. (Oxford, 1990).

٢,٢ Mapping Strategy

Mapping strategies in language instruction refer to systematic, visual methods that help learners connect ideas, categorize vocabulary, and understand language structures through diagrams or conceptual maps. These strategies are grounded in cognitive and constructivist theories of learning, which emphasize the role of active processing, meaningful association, and learner engagement in constructing knowledge (Ausubel, 1968). A mapping strategy allows students to externalize their thought processes, facilitating better understanding of relationships between linguistic elements such as synonyms, antonyms, collocations, and semantic fields (Novak & Canas, 2008). In the context of vocabulary acquisition, mapping strategies encourage learners to shift from rote memorization to structured reasoning, helping them visualize how words interact contextually and thematically. This method provides scaffolding for complex content, which is especially beneficial for students working with dense or technical material like journalism (Marzano & Pickering, 2005).

2.3 Vocabulary and English for Specific Purposes

Students enrolled in Media departments often face challenges when learning and using English, especially when the curriculum does not specialize in language acquisition. These students, though capable in their core subject areas, may lack sufficient training in academic or professional English, particularly in terms of vocabulary, fluency (Hyland, 2009). Their limited exposure to English for Specific Purposes , particularly journalistic English, can hinder their performance in task such as reporting.

One of the most pressing educational implications for these students is the gap between general language proficiency and task-specific linguistic requirements. For instance, media reporting involves using a lexicon that is rich in precision, objectivity, and economy of expression features that are often unfamiliar to learners who have only studied English in general academic contexts (Basturkmen, 2006). Without systematic vocabulary instruction tailored to media genres, students may resort to inappropriate language in news writing, affecting the credibility and effectiveness of their reports. This issue highlights the need for targeted vocabulary strategies such as semantic mapping to bridge the gap between general and domain-specific language (Nation, 2001). Semantic vocabulary mapping strategy considered as a tool that simplify complex language tasks such as organizing news-related vocabulary into thematic clusters , teachers can reduce students' cognitive overload and enhance their engagement. This, in turn, fosters a more inclusive and motivating environment for language learning (Graves, 2006).

2.4 Integrating Coggle Platform

Coggle is a collaborative digital tool that helps students visually organize and map vocabulary, particularly in subject-specific areas like media studies. Its use aligns with constructivist principles by promoting active learning, peer interaction, and personalized knowledge construction (Novak & Canas, 2008).Especially valuable for specialized vocabulary, Coggle allows students to categorize terms and plan content for journalistic tasks. It supports multimodal learning by integrating text, images, and links, accommodating diverse learning styles (Marzano & Pickering, 2005). Its user-friendly interface ensures accessibility for learners with limited digital skills, supporting equitable participation. Studies have shown its effectiveness in enhancing lexical richness and writing quality (Amin, 2020). In short, Coggle offers a dynamic platform that combines visual mapping, collaboration, and real-world relevance, making it ideal for teaching vocabulary in news reporting contexts (Novak & Canas, 2008).

2.5 Reporting News

News reporting is the act of gathering, verifying, structuring, and presenting information to the public in a timely, accurate, and unbiased manner. Within media departments, reporting news is both a practical and linguistic skill, requiring mastery of grammar, vocabulary, genre conventions, and ethical standards (Harcup, 2015).

For media students, acquiring the language of journalism entails more than memorizing terminology. It involves learning to structure leads, write headlines, and organize facts in ways that adhere to journalistic standards such as the inverted pyramid model. According to Conboy (2007), news language is characterized by brevity, objectivity, and impact, which necessitates a high level of lexical competence and genre awareness. For example, a political news story requires mastery of governmental terms, while environmental news demands knowledge of scientific vocabulary. This makes the integration of vocabulary-focused strategies, like semantic mapping, particularly relevant to support lexical acquisition across these specialized fields (Bell, 1991). Without structured vocabulary instruction, EFL media students may struggle to achieve fluency or credibility in their reporting.

2.5.1 .Measuring News Reporting Performance

Evaluating student performance in news reporting requires rubrics that assess linguistic accuracy, vocabulary use, content relevance, structural organization, journalistic style, and ethical considerations (Harcup, 2015). A commonly used rubric may include the following components:

١-Content Accuracy: Factual correctness and comprehensiveness of the report.

٢-Vocabulary Use: Appropriate use of domain-specific vocabulary, including variety and contextual relevance.

٣-Structure and Coherence: Logical organization of ideas, transitions, and paragraphing.

٤-Style and Clarity: Journalistic tone, conciseness, objectivity, and audience awareness.

٥-Mechanics: Grammar, punctuation, and spelling.

For instance, the "Analytic Rubric for News Writing" by the Journalism Education Association (JEA, 2017) includes a 5-point scale evaluating key dimensions such as newsworthiness, clarity, coherence, accuracy, and ethical reporting. This rubric aligns well with the goals of semantic vocabulary mapping as it emphasizes vocabulary precision and content structure(Deuze, 2003).

2.3Previous Studies

2.3.1 Zaid (1995)

This study aims at examining the effect of semantic mapping on enhancing EFL students' vocabulary retention and reading comprehension.. The sample of this study consists of 80 university-level students divided into control and experimental groups, where the experimental group received systematic instruction in constructing semantic vocabulary maps before reading new text The results and findings support the integration of structured visual learning tools like semantic mapping into reading-heavy curricula.And the researcher concluded that this visual strategy not only improved recall but also supported the development of contextual understanding and meaning-making skills .

2.3.2 Khonamri & Khonamri (2014)

This study aims at exploring the impact of semantic mapping on EFL learners' writing performance. The sample of this study consists of 60 Iranian EFL students and divided them into an experimental group trained in using semantic maps during pre-writing sessions and a control group that followed traditional instruction without mapping. The participants were assessed using standardized writing rubrics before and after the intervention.

The results of this study show a substantial improvement in the organization, vocabulary richness, and coherence of written texts produced by the experimental group. The researchers attributed these improvements to the cognitive scaffolding provided by the mapping process.

Methodology

3.1 Research Design

Akhtar (2016) defines research design as the arrangement of conditions for collecting and analyzing data. It aims to balance relevance to the research purpose with efficiency and established procedures. This study uses a quantitative experimental research design. This experiment is ideal for investigating if semantic vocabulary mapping strategy directly affects Media departments university students' performance in reporting news on the statistical findings. The framework of the procedures that used to test the hypotheses and obtain pertinent data that includes independent and dependent variables and the relationship between them is known as the experimental design (Best and Khan, 2006). An experimental design is a structured and systematic approach used to investigate the effect of a specific variable on a defined outcome by manipulating one or more independent variables and observing the resulting changes in the dependent variable. It allows researchers to determine causal relationships by comparing control and experimental groups under controlled conditions (Creswell, 2012).Furthermore, the conventional way of guiding quantitative analysis or adjusting a concept, practice, or process to ascertain whether it influences a dependent variable or outcome is what Creswell characterizes as the experimental design (ibid). As indicated in table (3.1), the experimental design used in the current research.

Table (3.1)
The Experimental Design of the Study

Groups	Independent Variable	Pretest	Dependent Variable	Posttest
EG.	Semantic Vocabulary Mapping Strategy	Pretest	Reporting News	Posttest
CG.	Conventional Method	Pretest	Reporting News	Posttest

3.2 Population and Sample of the Study

According to Creswell (2012), the first term means a group of people who share similar characteristics. Any collection of people chosen to represent a population is called a sample (Richards and Rodgers, 1992). The sample is a few number of students chosen for analysis and observation(Best, 1981).

The fourth stage students of Media department Collage of Arts at Tikrit university at make up the study's target population. In the course of the 2023–2024 academic year. The fourth stage has a total of 102 students, as indicated in table (3.2). The sample of the current study was selected through equalization among 54 fourth-stage students from the Media Department, College of Arts, University of Tikrit, during the academic year 2023–2024. Two groups were formed divisions made up of the students (A and B).These divisions were equalized to make two groups. Section (A), which has been assigned the designation of experimental group, comprises of twenty-seven students, whereas Section (B) in this section students as the control group, and twenty students from sections A and B have been selected to participate in the pilot study. As a result, as indicated in table (3.2). All the participants is 74 students as a sample who represent 60% of the original population.

Table No(3.2)
The Population and Sample of the Study

Population	Sample	Groups	No	Pilot	Total
Media deprt. University students / Fourth Stage		EG.	27	10	
102	54	CG.	27	10	

					74

3.3 Equalization of Sample

The process of ensuring that participants in both the experimental and control groups are similar in key demographic and academic variables before the experiment begins is equalization, in order to attribute differences in outcomes to the treatment rather than other factors (Ary et al., 2010). That the equalizing in the current research based on : a. Age equalization to control cognitive and linguistic maturity levels, b. Parents' academic achievement to ensure influences learners' exposure to language and support at home., c. Previous years' English language level, and d. Pretest results (Best and Khan, 2006).

3.4 Instructional Material

The two groups received the same instructional material from the fourth-stage textbook, Headway Plus. Four chapters are studied by the two groups: the experimental and the control.

While the control group receives instruction using the conventional way, the experimental group is taught by semantic vocabulary mapping strategy .In the second semester of the academic year 2023–2024, the experiment for this study was conducted. The experiment continued for six weeks. The scheduled lectures take place on Tuesdays and Wednesdays for the two groups.

3.4.1 Lesson Plan for Teaching the Experimental Group

Date:23th of January /2024

Class: Media department students /Fourth stage**.**

Topic: Chapter four (Nothing but the truth)

Time: 60 minutes

Materials: data show, the book of Headway Plus (Upper-Intermediate edition), Coggle Application, notebook, Color makers, white board.

Aim: To enhance students' ability in reporting news through the use of semantic vocabulary mapping strategy in English language.

Procedure for delivering the content: Warm-up The warm-up is an essential step in ensuring that the lesson begins effectively while teaching English reporting news. In order to prepare her students for the learning process, the instructor uses provocative opening questions regarding topic of (conspiracy theory-The Death of Princess Diana) to elicit prior knowledge from them.

Here, the instructor might pose several questions:

• Who is the Princess Diana?

•What is the conspiracy theory ?

•When was the crime happened?

 The steps of applying the strategy

1-Introduction to the Topic (5 mins):

Briefly introduce the news reporting (e.g., accident, crime, event) (the accident of Diana Death) and explain the purpose of the lesson.

2-Introduce the Strategy (5 mins):

Explaining what a semantic map is. Show a sample map (via data show), and demonstrate Coggle.

3-Central Concept Selection (5 mins):

Choosing a central concept related to the reporting topic (e.g., "accident") and ask students to brainstorm main related categories (e.g., who, what, when, where).

4-Coggle Mapping Session (15 mins):

In small groups or pairs, students use Coggle to create their semantic vocabulary map. Encourage adding synonyms, phrases, related verbs, and nouns.

5-Vocabulary Sharing (10 mins):

Each group shares their map and discusses key vocabulary. Instructor gives them feedback and highlights important reporting terms.

6- Guided Writing Task (10 mins):

Students write a short news report using vocabulary from their semantic map. They focus on structure (headline – lead – body).

7-Reflection (5 mins):

Discuss how the map helped in organizing ideas and improving vocabulary usage. Ask students to reflect briefly in writing.

3.4.2Lesson Plan for Teaching the Control Group

Date: 23th of January /2024

Class: Media department students /Fourth stage**.**

Topic: Chapter four (Nothing but the truth)

Time: 60 minutes

Materials: The book of Headway Plus (Upper-Intermediate edition), notebook, Color makers, white board.

Organization of seats: Students' seat are organized into groups.

Aim: To enhance students' ability in reporting news through using the conventional method.

Lesson Material's Steps : Warm-up The warm-up is an essential step in ensuring that the lesson begins effectively while teaching English reporting news. In order to prepare her students for the learning process, the instructor uses provocative opening questions regarding topic of (conspiracy theory- The Death of Princess Diana) to elicit prior knowledge from them.

Here, the instructor might pose several questions:

• Who is the Princess Diana?

•What is the conspiracy theory ?

•When was the crime happened?

The steps of applying the strategy

1-Introduction to the Topic (5 mins):

Present the topic of the news report (e.g., accident, crime) and explain the objective of writing a report.

2-Vocabulary Review (5 mins):

Write key vocabulary words on the board from a textbook or worksheet. Briefly explain meanings and usage.

3-Reading Sample Report (10 mins):

Students read a short news article from the textbook. Discuss structure and main ideas.

4-Comprehension Questions (10 mins):

Ask students questions about the passage to check understanding of details and vocabulary.

5-Guided Writing Task (15 mins):

Students individually write a short news report using the vocabulary and structure from the sample article.

6-Grammar/Vocabulary Correction (10 mins):

Instructor gives general tips on common grammar or vocabulary mistakes found in previous classes.

7-Recap and Homework (5 mins):

Review the key vocabulary again. Assign homework to revise or expand the news report at home.

3.5 Validity and Reliability of the Posttest

Validity, according to Richards and Schmidt (2013), is the extent to which a test captures what it is intended to capture or the extent to which it may be effectively applied to the goal for which it was designed. Face validity, according to Mousavi (2009), is the extent to which an exam seems to measure the knowledge or abilities it purports to measure based on the subjective assessments of test takers, administrators who determine the test's use, and other psychometrically untrained observers. According to Pennington (2003), content validity is the extent to which an assessment instrument is reflective of and pertinent to the particular construct that it is intended to measure, or the extent to which it captures all aspects of a given idea.

Livingston, Carlson, and Bridgeman (2018) define reliability as a tool when a researcher repeat the test in another time for example after a period of time to know the achievement of his/hers students and obtain nearly the same results. Alpha- Cronbach formula is used to measure the reliability of the post-test. The coefficient is found to be (0.81), which is considered acceptable.

3.6 The Pilot Administration of the Posttest

According to Good (1973), a pilot study is an initial investigation carried out with a sample different from the experiment sample to identify any potential obstacles the researcher may encounter during the test. The following are the objectives of carrying out a pilot study: a. To confirm that the test items are appropriate. b. To assess how well the test instructions were understood, and c. To determine how long it took the test

takers to complete the questions.(Kaur et.al,2018).   The test was administered to a sample of 20 students who were specifically selected from the entire population in order to accomplish these goals.

Analysis of Collected Data and Discussion of Results

4.1 The Result of the First hypothesis

In order to achieve the first hypothesis, which claims that " There is a statistically significant difference between the average level of the students' achievement in reporting news and the theoretical level in the posttest." the posttest mean scores and standard deviation of the students' achievement have been determined to be 70.16 and 4.53, respectively. Utilizing two related samples, the T-test formula is employed. The calculated t-value 32.96 with a degree of freedom of 53 and a significance level of 0.05, as presented in table (4.1).The tabulated t-value was 2.00. In favor of the former, it indicates a notable discrepancy between the students overall accomplishment level of 70.16. This implies that the fourth stage of Media department university students performance in reporting news is above the average level ,thus this hypothesis is accepted.

Table (4.1)

The Means Scores , Standard Deviations, and T-Values of the   Students' Achievement in the Posttest

No .of Students	Mean Scores	SD.	Theoretical level	T-Value		DF	Level of Significance
				Calculated	Tabulated		
54	70.16	4.53	50	32.96	2.00	53	0.05

4.2 The Result of the Second Hypothesis

To confirm the second hypothesis stating, " There is a statistically significant difference between the mean scores of the experimental group which is taught by using Semantic Vocabulary Mapping Strategy and the mean scores of the control group which is taught according to the conventional method in the posttest." We collect and compare mean scores. According to the results, the experimental group's mean score was 70.16, whereas the control group's was 54.29. Table (4.2) explains the calculated t-value using the t-test formula for two-independent samples is found to be 19.18, while the tabulated t-value at the degree of freedom 52 and level of significance 0.05 is found to be 1.98. This indicates that a notable divergence exists between the experimental group's and the control group's posttest mean scores, and in favor of the former. This indicates that the second hypothesis is accepted because the students' performance of the experimental group, which received instruction through using semantic vocabulary mapping srategy, get better achievement than the control group, which received instruction by conventional method.

Table (4.2)

The Means Scores, Standard Deviations, and T-Values of the Two Groups'   Achievement in the Posttest

ups	No. of Students	Mean Scores	SD.	T-Value			Level of Significance
				Calculated	Tabulated		
EG.	27	70.16	4.54	19.18	1.98	52	0.05
CG.	27	54.29	4.15				

4.3 The Result of the Third Hypothesis

The third hypothesis, which claims that " There is a statistically significant difference between the mean scores of the students ' achievement according to gender in the Posttest.".

The two paired samples' t-value is employed. The experimental group's mean scores for males are 29.64 and standard deviation is 3.60 according to statistics, while the mean scores for females are 40.53 and standard deviation is 2.60 with 25 degree of freedom and 0.05 level of significance. As indicated in table (4.3), the calculated t-value is 20.91, which is more than the tabulated t-value of 1.98. This indicates that there is a significant difference between the average success scores of students according to their gender. At the end, the third hypothesis is also accepted.

Table (4.3)

The Means Scores, Standard Deviations, and T-Values of the Experimental Group according to the Gender

Experimental Groups	No. of Students	Mean Scores	SD.	T-Value			Level of Significance
				Calculated	ulated		
Male	16	29.64	3.60	20.91	1.98	25	0.05
Female	11	40.53	2.60				

2.4 Discussion of the Obtained Results

The results that obtained from this research show that the achievement of the students of the experimental group who has been taught by using semantic vocabulary mapping strategy and Coggle application is better than those of the control group who has been taught by the conventional method in reporting news on one hand and on the other hand this research agreed with those of most of the related previous studies such Zaid (1995) and Khonamri & Khonamri (2014).

Conclusions

The present study has explored the implementation of the Semantic Vocabulary Mapping Strategy alongside technological applications such as the Coggle platform in the context of language learning and instruction. The findings indicate that SVMS significantly enhances language acquisition particularly in the context of news reporting by promoting individualized learning, offering real-time feedback, ensuring adaptability, and improving access to authentic resources in a cost-effective manner. Unlike traditional classroom instruction, Coggle provides learners with continuous, mobile-based support, enabling greater learner autonomy and personalized learning experiences. Its accessibility allows students to engage with English language materials beyond classroom boundaries, thereby fostering deeper and more sustained language development.To maximize the effectiveness of SVMS, educators should be equipped with the necessary training and pedagogical support to integrate this strategy with emerging digital tools. By doing so, instructors can enrich the language learning experience and strengthen students' proficiency in essential English skills, particularly within media and communication contexts.

References

Akhtar ,I.(2016**).** Research Design .In Research in Social Science ;*Interdisciplinary Perspectives* ,17.

Amin, F. (2020). The Use of Coggle as Mind Mapping Tool to Enhance Vocabulary Mastery. International Journal of Language Education, 4(3), 442–451.

Anderson, R. C., & Pearson, P. D. (1984). A Schema-Theoretic View of Basic Processes in Reading. In P. D. Pearson (Ed.), Handbook of Reading Research (pp. 255–291). Longman.

Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. A. (2010). Introduction to research in education (8th ed.). Belmont, CA: Wadsworth Cengage Learning.

Ausubel, D. P. (1968). Educational Psychology: A Cognitive View. Holt, Rinehart & Winston.

Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. Lawrence Erlbaum Associates.

Bell, A. (1991). The Language of News Media. Blackwell.

Best ,J . (1981).***Research in Education*** .4th ed. Englewood Cliffs ,New Jersey ;Prentic –Hall ,Inc.

Best, J. W.,& Khan, J. V.(2006). Research in Education, 10th. New
    Delhi: PHI. *Learning Private* Led, 10-12.

Conboy, M. (2007). The Language of the News. Routledge.

Creswell, J. W.(2012**).** *Educational Research*.(4th ED), Planning,
    Conducting and Evaluating Quantitative and Qualitative Research.
    Skills. BULACOES, 7,21_31.

Deuze, M. (2003). The Web and Its Journalisms: Considering the Consequences of Different Types of News Media Online. New Media & Society, 5(2), 203–230.

Genesee, F.; Upshur, J. A., and Richards, J. C. (1996). *Classroom-Based..Evaluation in Second Language Education.* Cambridge University Press.

Good, C. V.(1973). *Dictionary of Education* (3rd ed.) New York, 14.

Graves, M. F. (2006). The Vocabulary Book: Learning and Instruction. Teachers College Press.

Harcup, T. (2015). Journalism: Principles and Practice (3rd ed.). Sage.

Harrower, T. (2012). Inside Reporting: A Practical Guide to the Craft of Journalism (3rd ed.). New York: McGraw-Hill

Heimlich, J. E., & Pittelman, S. D. (1986). Semantic Mapping: Classroom Applications. International Reading Association.

Hyland, K. (2009). Teaching and Researching Writing (2nd ed.). Longman.

Journalism Education Association. (2017). News Writing Rubric. Retrieved from www.jea.org

Kaur, H., Kumar, R., & Kaur, S. (2018). Pilot studies: Why and how to do them. *International Journal of Nursing Studies*, 15(1), 23–26.

Livingston ,S .A .Carlson ,J .,and Bridgeman ,B . (2018).*Test reliability*
    -basic concept .Research memorandum .No .RM .(18-10).

Marzano, R. J., & Pickering, D. J. (2005). Building Academic Vocabulary: Teacher's Manual. ASCD.

Mousavi ,S .A. .(2009).*An Encyclopedia Dictionary of Language Testing*
    (4th ed).Tahran ;Rahnama Publication ,247.

Nation, I. S. P. (2001). Learning Vocabulary in Another Language.
Cambridge University Press.

Novak, J. D., & Cañas, A. J. (2008). The Theory Underlying Concept Maps and How to Construct Them. Institute for Human and Machine Cognition.

Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. Newbury House.

Pavlik, J. V., & McIntosh, S. (2018). *Converging Media: A New Introduction to Mass Communication* (6th ed.). Oxford University Press.

Pennington, Donald (2003). *Essential Personality*. Publisher: Arnold;
    Essential Psychology Series,35.

Richards, J. and Rodgers, C. (1992), *Approaches and Methods in*
    Language Teaching. New York: Cambridge University Press.

Richard, J. C; and Schmidt, R. W.(2013). *Longman Directory of*
    *Language Teaching and Applied Linguistics***.** Routledge**,** 575**.**

Schmitt, N. (2008). Instructed Second Language Vocabulary Learning. Language Teaching Research, 12(3),

Shoemaker, P. J., & Reese, S. D. (2014). *Mediating the Message in the 21st Century: A Media Sociology Perspective* (3rd ed.). Routledge.

Appendix(A)
Achievement Test News Reporting

Q1:You attended a workshop titled "AI in Journalism" at your university. The speaker discussed ethical reporting, AI tools in newsrooms, and future trends.

Write a brief news report (80–100 words) covering the event. Focus on who, what, when, where, why, and how. Use precise vocabulary and journalistic structure.(50m)

Q2:Your college hosted a debate titled "Freedom of Speech vs. Social Responsibility", where students discussed media censorship and free expression.

Compose a short news report (80–100 words) that summarizes the key arguments and reflects the tone of the debate. Ensure clarity, accuracy, and proper news vocabulary.(50m)