

The Effect of Semantic Mapping on Students' Vocabulary

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Abstract

Nursing students at King Saud University (KSU) are considered to be low achieving readers. They face difficulties with understanding medical texts due to the fact that they lack some necessary medical vocabulary knowledge. Thus, the researcher used computer-assisted semantic mapping (CASM) with level-three (114 NAJM) nursing students to map medical terms for the purpose of helping such students in vocabulary acquisition. The present study, therefore, aimed at investigating the efficiency of CASM in improving ESP students' vocabulary knowledge. Participating subjects were of two groups: Group A (n = 32) and Group B (n = 26). The control group (n = 26) received traditional in-class instruction that depends on the textbook only and the experimental group (n = 32) received a combination of traditional in-class instruction and SM instruction using a software (FreeMind 0.8.1). A pre- and post-test were utilized to assess student vocabulary skills before and after the intervention. The semantic-mapping treatment lasted 8 weeks. Results showed that SM expanded student vocabulary.

Keywords: ESP, nursing students, semantic mapping, vocabulary

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