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Ministry of Higher Education and Scientific Research  
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**Exploring The Impact of Mind Mapping to Enhance  
Writing Skills**  
**The Case of Second Year students at the Department of  
English**

A dissertation submitted to the Department of English in partial fulfillment of the requirements for the Master's Degree in "Didactique de l'Anglais"

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## **Dedications**

This study is wholeheartedly dedicated to my beloved parents ,who have been my source of inspiration and gave me strength when I thought of giving up , who continually provide their moral , spiritual ,emotional , and financial support . Especially my mother ‘’Houria’’ who was the source of generosity that I drew from whenever I felt weak . And my father ‘’ Sadek’’ who was the source of my courage .A thousand thanks and a little to my parents .

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

**EFL** English as Foreign Language

**CBU** Chadli Bendjedid University

## **ABSTRACT**

This study is an illustrative work that depicts the significance of mind mapping in developing the writing skill. The overall purpose is giving the opportunity to the learners to give their best during the learning process. This research is conducted at the department of English at Chadli Bendjedid University, El Tarf. It has been dealt with a group of 35 students. A students' questionnaire is administrated to gather required data through mixed method, in addition to a students' observation during a written class to observe how students interact with the of a mind map as a teaching method. Two research questions are raised to carry out investigation to confirm or reject the formulated hypotheses. Furthermore , both of qualitative and quantitative methods are used to realize the appropriate results. So , 2<sup>nd</sup> year EFL students of Chadli Bendjedid University are profited from the application of mind mapping to enhance the writing skill. Recommendations have been presented to highlight what has been exhorted during the employment of mind mapping in a written class.

*Keywords:* Mind mapping- writing skill- learning process

## ملخص

هذه الدراسة هي عمل توضيحي يصور أهمية الخرائط الذهنية في تنمية مهارة الكتابة . الهدف العام هو إعطاء الفرصة للمتعلمين لتقديم أفضل ما لديهم خلال عملية التعلم . تم إجراء هذا البحث في قسم اللغة الانجليزية بجامعة الشاذلي بن جديد, بالطارف. تم التعامل مع مجموعة من 35 طالب وطالبة . يتم إدارة استبيان الطلاب لجمع البيانات المطلوبة من خلال طريقة مختلطة , بالإضافة إلى ملاحظة الطلاب خلال فصل مكتوب لملاحظة كيفية تفاعل الطلاب مع استخدام الخريطة الذهنية كوسيلة تدريس . طرح سؤالين بحثيين لإجراء التحقيق لتأكيد أو رفض الفرضيات المصاغة . علاوة عن ذلك , يتم استخدام كل من الأساليب النوعية والكمية لتحقيق النتائج المناسبة. لذلك , يستفيد طلاب السنة الثانية من جامعة الشاذلي بن جديد من تطبيق الخرائط الذهنية لتعزيز مهارات الكتابة . تم تقديم توصيات لتسليط الضوء على ما تم حثه أثناء توظيف خريطة العقل في قسم التعبير الكتابي .

*الكلمات المفتاحية: الخريطة الذهنية- مهارة الكتابة – عملية التعلم*

# **INTRODUCTORY CHAPTER**

## **Introduction**

The thoughts inside our mind need to be expressed in reality. It is expressed by writing to become visible and abandons its abstract nature . Writing requires skill , and writing skill is not possessed to anyone . To possess It ,you must know how to turn your thoughts into a piece of writing that is easily perceptible to the reader . So the challenge for EFL students is how to improve their writing skills. To solve this problem , Teachers need to use mind maps . This study sheds the light on the use of mind mapping to develop writing skills for the 2<sup>nd</sup> year EFL students of the department of English language at Chadli Bendjedid University. The main objective of this study is to make the students capable to master the writing skills . So The first section of the study includes the Statement of the problem , the Research Questions , Hypotheses ,Aims of the study , The used methods , Delimitation of the study, The structure of the study .

### **The statement of the Problem**

This work is aimed at its bearer to address the most important problems of Second year students of the Department of English language at Chadli Bendjedid University . So learners face many problems while they are writing like how to organize the writing process in form and content. The solution to this problem or other problems could be a mind map because It facilitates the organization of the writing process , and make the writing as an easy task . Thus our work tried to discover the answers of the research questions below :

- 1- Does mind mapping as a technique develop writing skills ?
- 2- Do EFL students need mind mapping in written expression sessions?

## **Research Hypotheses**

- **H1:** Mind mapping as a technique develops writing skills .
- **H2:** EFL students need mind mapping in written expression sessions.

## **Aims of the Study**

Students are capable of making their own way of understanding the knowledge they have, but even though they need help to achieve the good results. The ultimate tool for the students is the mind map . So , the purpose of our study is to investigate the effectiveness of mind mapping in increasing the students' brain creativity. Also this study seeks to discover what are the writing skill and what beyond this skill . Another goal of this study is to make students more interested of the writing process.

## **Methodology**

The nature of the present research designed up to the Descriptive Research Design because It describes the characteristics of the population of the 2<sup>nd</sup> year EFL students at the Department of English in Chadli Bendjedid University. In addition, It is focused on a particular phenomena to make the study more accurate and objective , and the particular phenomena is the impact of mind mapping in the writing skill. In this research , a descriptive research design investigate two variables which are : a dependant variable is the mind map , and an independent one which is the writing skill. These two variables are unrestrained because It is not in our hands to control these variables . Another reason of considering the research method used in this research as descriptive because of the natural behavior of the students of 2<sup>nd</sup> year which is observed to learn about them to directly observe the subject in a natural setting.

The most frequently used tools for data collection are: students' questionnaire and

students' observation. In the questionnaire , the questions used as a research tool for gathering data . For the observation , the data collected qualitatively . Which is specified an observation that there is a personal contact and insight .

### **Delimitation of the study**

This study is limited to the students of 2<sup>nd</sup> year LMD at Chadli Bendjedid University at El Tarf. It is also limited regarding to the challenges that faced the researchers at the time of conducting the research . First of all , the research was conducted in exceptional circumstances of the Corona virus pandemic . Also the absence of the majority of the students during this circumstances which created problems in conducting the questionnaire. Furthermore , the speed of the internet was weak which made some difficulties in contacting the supervisor.

### **Structure of the study**

This dissertation is divided into five chapters . The first chapter is an introductory chapter to the study, which initializes the topic its background. It consists of the statement of the problem , the significance of the study , the aim of the study , Research Questions and Hypotheses , Research Methodology , Delimitation of the study and last point is the structure of the study . The second chapter deals with the review of literature related to the key elements concerning mind mapping and writing skills. The third chapter enfold the methodology of the study . It consists of the research institution , participants , instruments and data collection procedures . The fourth chapter includes the analysis of results . The last chapter comprises the discussion of the results we found.

**CHAPTER TWO :**  
**LITERATURE REVIEW**



# SECTION ONE

## **Introduction**

This chapter is written to dive deep into two understandable terms which are mind mapping and writing skill. It provides a background about the definition of mind mapping ,the inventor of mind maps, its elements, its types ,and the applications of mind mapping . It also clarifies the steps of making a mind map and its importance . Furthermore , It highlights the writing skill , its definition , what are the writing skills and the common problems within writing skills.

## **Mind Mapping**

### **Introductory paragraph**

Man by nature does not tire of acquiring knowledge because He was created with a mind and a curiosity to discover more. The human mind is like an endless encyclopedia , but as we know that in the encyclopedia we find It difficult to return to our destination due to the large number of its pages . The same in the case for the human brain . After storing a lot of information ,we find It difficult to remember an idea that was previously stored. But for every problem there is a solution , in this case of forgetting an idea we need to use mind mapping while storing this idea. It facilitates the recalling of this idea later.

### **Definition of mind mapping**

A 1998 review by Michalko described mind mapping as ,” the whole brain alternative to linear thinking . It reaches out in all directions and catches thoughts from any angle “ ( as cited in Buzan ,2000, p.2).

Buzan (2000) demonstrated mind mapping as :

A mind mapping is the ultimate organizational thinking tool-the swiss army knife of the brain.A mind map is the easiest way to put information

into your brain and to take it out of your brain .It's a creative effective means of note-taking that literally '*maps out*' your thoughts . And It is so simple. You can compare a mind map to a map of a city . The centre of your mind map is like the centre of the city . It represents your most important idea . The main roads leading from the centre represent the main thoughts in your thinking process : the secondary roads represent your secondary thoughts , and so on .Special images or shapes can represent sites of interest or particularly ideas of interesting .

(Buzan , 2000 ,para.1-2)

From Michalko's saying , we can understand that mind mapping looks like a brain , because by the brain we can contemplate in a form of an abstract thinking without needing to write down so as the mind map. By reflect on it , we can get the idea. Thus its work is similar to the work of the brain , as It delivers information to us through thinking. In the second part of the quotation , Michalko taught about how a mind map reaches out in all directions as the brain. By this He means that as the brain is connected by veins, with which It can deliver the idea from ; for example , the idea goes from the cerebral bulb to the cerebellum , and this direction is not the only available direction for the brain, there are many directions because the brain is connected by many veins. So , the state of the brain is identical to the state of the mind map , the basic idea is in the center . Then It is linked to arrows , which takes many sub-directions to link the main idea with secondary ideas.

From what Buzan demonstrated the mind map as , we can grasp that a mind map makes our thoughts organized and arranged in an unquestionable order . Buzan pictured the mind map as a Swiss army knife of the brain . This saying has many analyzes. First of

all, as a knife cuts the piece of meat into equal parts, the mind map cuts and splits the concept into ideas of equal meaning. But you will ask what is the relationship between the Swiss Army and the knife and the mind map. The knife is popular in the Swiss Army, and a custom knife was made for them by the company of Victorinox AG and the company of SA Wenger 2005; the knife bears the logo of the two companies, also the term “*Swiss Army knife*” was coined by American Soldiers after World War II because of the difficulty they encountered in pronouncing “*Offiziersmesser*”, the German name (Anonyms, n.d, para 1-7).

As a second part of the quotation, Buzan described the mind map as the easiest way to put information into the brain and take it out from the brain. Because by using the mind map we can understand the complex concepts and make it enter the brain easily. The information acquired by the mental map can also be retrieved easily because it is drawn in colors, those colors are making it easier for us to remember the required information. It is a creative means of note-taking because a mind map cannot be drawing in a simple way, it cannot be in a white and black but needs to be drawing in colors with shapes that carry creation inside. So as when you reflect on it, you can catch the idea. Buzan resembles the mind map as a city, and there are many phases of similarity between the two. A mind map has a centre point in which there is the main idea, so as the city has a centre where all the features are placed there. The center idea is divided into main thoughts, and a main idea is like the main roads that started from the center. The main roads are sub-divided into secondary roads that led us to see the villages of the city. For the mind map, when we come over with the main thoughts, we think again because our thinking is not limited, then these main thoughts we can relate or split into secondary thoughts. And this is not the end for a mind map, it can be bigger and bigger than you imagine, while you are not stop thinking

and draw your field of knowledge. In a mental map , you can find special images or shapes , these specified your favorite ideas and sites of interest.

### **The inventor of mind mapping**

Who invent mind mapping? , this is a good question to ask. Brander (2019) answered this question by her finding:

Tony Buzan, the inventor of mind maps. He dedicated his life to traveling the World and educating people on the value of the visual thinking technique that He had developed during his time at university in the 1960s. He hosted a television show and authored more than 80 books . He was even nominated for two Nobel prizes . (Brandner ,2019 , para 1-2)

### **Elements of mind mapping**

What are the elements of mind mapping ? Mapman (2013) established that mind map's elements are :

1.Words : The mind map will start with one word which will be the central concept . Then It will be expanded using other words that relate to the central concept . Make sure these words are simple and do not overwhelm the map. You have to focus on using as few words as possible .

2.Lines: Lines are the connectors of a mind map . They also help to highlight the words that are using to expand the central concept. When you write the connecting thoughts , you should put them on one line while connecting them to the central concept using line.

3.Shapes: Shape scan be used with words or in place of them on the mind map, they are tools to separate different ideas or group similar ideas together .

4.Symbols and images: Because a mind map is a visual tool , It is important to incorporate symbols and images with the words , shapes , lines in creative way .

5.Colors: Make sure you use different colors in your mind map . Colors can be used to group and highlight ideas and concepts that come while you are creating the mind map. Mind map are supposed to be multi-colored creations (p29-30) .

### **Types of mind map**

Mind maps have sub-divided into types. These types stated by Michelle Mapman in his book “ *Learn with Mind Maps* “. Mapman found out that either the mind map will be hand drawn or It will be computer generated.

A.Hand drawn mind map: Several mind map are designed by hand now . These usually placed fewly in a class or workshop environment. They can also be pictured painstakingly and gradually ( n.d , p53) .

B.Computer generated mind map: For those persons who want to innovate mind maps but do not feel technically disposed to portray by hand ,there are computer programs( n.d ,p54).

### **Applications of mind map**

Where we apply a mind map ?, a mind map has many real life uses as Duza (2018, para.1-48) stated that mind mapping has 10 real life uses which are :

A.Memorizing: The initial thing that shines in the mind when we recall memorizing new idea is studying , but it would be a pathos to link mind maps only with education. Many persons scrabble about memorizing and all we have different techniques that fits us best : Some of us employ visuals , others choose an auditory input. The kinesthetic method is also famous among learners. But let’s gaze at the treath research counted that between 80-

90% of the data received by mind be of through the eyes . This is framed in Hyerle's Chapter on "*Thinking Maps*" which displays a great glance of how learners make cognitive mind maps to bolster learning and mapping . Just contemplate how mind mapping can forearm and achieve new concepts by constructing on your previous knowledge.

*B.Organizing ideas:* The employment of mind maps to order ideas is the opener of the brain's potential because It is certainty is a mirror-like image of the brain .

*C.Brainstorming sessions:* It looks simple to order an idea, but you will demand a brainstorming session, if you do not have one in the initial place. Mind map also appears in handy for this because they liberate the creative inspiration that is more than welcome during brainstorming sessions . Brainstorming may took anarchic at times , but this anarchy is the place where new ideas are originate and developed . Mind mapping and brainstorming are the ideal symmetry for many reasons:

-Mind maps are spirited and can follow up the rapid-changing tempo of a brainstorming session.

-All scope interrelationships between certain information can be seen more patently .Mind maps can grasp the session under monitoring , for brainstorming is open-ended and can simply go off-topic if the boundaries of discussion are not clear-cut.

*D.Attractive presentations:* Now you have a new from your brainstorming session, and you are capable to order it properly and thoroughly . It is time to present It and mind maps can also aid you do that in a visually attractive and coherent way. Mind maps are superb for presentations because they supply a well-ordered flow that is easier to comprehend . We have all sight knowledgeable presenters who want to partake so much information that they end your transposing topics and stretching complex ideas only on the surface . To evade being misunderstood , use mind maps on your next presentations .

E.Simplify complex ideas: You might be proficient in your domain , but you should exelled the art of simplifying complicated ideas so that you can transmit your knowledge .Bring out an idea to your colleagues or upper management, or maybe just duplicate to see if you have accomplished a certain topic . You will see exactly how much you understand certain concept when you will try to make a mind map to explain it.

F.Case studies: Yes, mind map also be performed in case studies and different zones , from negotiating skills to rapid analysis of qualitative data . As you can see , the possibilities are not expired. A mind mapping strategy can aid you construct a successful case study in which you will not miss forgot any detail during the examination.

G.Problem solving : When weighing down in all the possible solutions , you investigate the what-ifs that may not leap to mind if we are just speculating without taking any remarking , or even just writing them as bullet-points. This mechanism decrease anxiety and stress which are biggest adversaries ; we are in a problem solving process . So , mind maps can support you return calm and get full controlover the problem.

H.Project management : Try proceduring team project planning or team discussion with your members in a collaborative mind map . You mightbe stupefied to what extent can new information grow up in unexpected directions . Furthermore , the project responsibilities and assignments will come in naturally ; everyone will redound with their experience in the specialty and the task-division process will be organic .

I.Sourcing: Mind map can be highly profitable to recruiters in different ways . Firstly, they can aid in inspiring a strategy for a possible applicant. You can neatly order all the ideas about a certain profile: level of education , type of job , assignments and requirements and so on . Thus you will have all needed at a glance. Secondly, you can bring out the pursuing of your applicant in a mind as well. Write down from which channels the

portfolios came from. You can compare this with your associators and make a reciprocal mind map to notice your weak and strong points and attempt to maximize potential. Thirdly, you could chase the onboarding process which is very substantial but rarely improved. By mind mapping the phases that each new employee goes through, you easily classify feebleness points and follow the process of their improvement.

J.Summarizing: Ultimately and not another, It is superb to summarize in a mind map. Books you have read, films you have seen, your weekly assignments and everything. You will recollect the summary much longer than if you have written it down in the form of paragraph because as I remind before, our brain labors by visualizing and organizing.

### **7 Steps to make a mind map**

Buzan (2000) established 7 steps in making a mind map which are :

- 1-Start in the *centre* of a blank page turn sideways. Why ? because beginning from the fastened award your brain deliverance to permeate in all directions and to enunciate more freely and naturally(para.1) .
- 2-Use an *image* or *picture* for your central idea . Why ? because an image is inside it value of thousand words and forearms you employ your imagination. A central image is more delightful carry on concentrated(para.2) .
- 3-Use *colours* throughout . Why ? because colours are as spectacular to your brain as images. Colours supplement vitality to your mind map(para.3).
- 4-Connect your *main branches* to the central image and connect your second-and third-level branches to the first and second levels, etc. Why? Because your brain elaborates by combination. It likes to tie up two (or three, or four) things together. If you connect the branches , you will grasp and recall a lot more easily. Connecting your main branches also innovate and instituted a requisite principle for your marbles. This is very identical to the

way in which in nature a tree has connected branches that circulate from its central stem. If there were little hiatus between the stem and its main branches or between those main branches and the smaller branches and limbs , nature would not work quite so well ! without connection in your mind map(para.4).

5-Make your branches *curved* rather than straight-lined. Why ? because having nothing but straight lines is dull to your brain. Curved , organic branches , likes the boughs of trees, are far more charming and magnetizing to your eye(para.5) .

6-Use *one key word per line*. Why? Because single key words give your mind map more vigor and elasticity. Each single word or image is like a doubled, producing its own particular arrangement of combination and connection. When you use single key words , each one is liberator and therefore better able to blow up new ideas. Phrases or sentences resort to moisten this exciting effect. A mind map with more key words in its like a hand with all the finger joints working(para .6) .

7-Use *images* throughout . Why? Because if you have only 10 images in your mind map ,It is already the equal of 10.000 words of notes ! (para.7).

### **Importance of mind mapping**

A 2001 review by Michalko found that a mind map :

- Stimulate your whole brain.
- Releases your mind of mental chaos.
- Aid elucidate connection between separated segments of informations.
- Afford an intelligible picture of both the details and the big picture.
- Legalize you to collect and recollect concepts , emboldening comparison between them.

-Seeks you to condense on your subject, which aids get the information about it devolved from your short-term memory (Michalko, as cited in Buzan,2005,p17).

### **Using Technology for Mind Mapping Activities**

Our researcher emphasized the progress in technology rebel the human life. Nowadays , the implementation of cutting-edge technologies can be visible in every facet of life . Thus , the necessity for heterodoxy and detection of new strategies has always been the interest of the teachers who request professional expansive and are concerned in brightening students' skills, and stimulating them to work specifically for complicated subject like schooling writing is still uphill to master it . Because of Its onerousness, mind mapping is a new graphic tool is proposed in a try to boost the students' impulse and capacity in organizing and incubating the skill of writing. Conventionally, mind map were designed with colored pens and papers. Today with presently obtainable technology , It is potential to innovate mind map by using computer, which turn it easy to make , review , revise , and save mind maps . Furthermore, such computer technology supplied us to originate mind maps with more beautiful submitting . Online mind map is a prolific way to magnetize students' interest and teach compound or multifaceted themes , from the web of figures in a novel , to the ganglion cultural defies of a universal economy , to the interaction of factors encountering weather changer . Recently , there are different mind mapping software and mind map application tools such as *FreeMind* , *Mindmeister* , *MindMapple* , *NovaMind* ( Abd Karim & Abu , 2016 ,p426-p427 ) .

# SECTION TWO

## **Writing Skill**

Verhoeven and Jong (1992) described the writing skill as:

The concept of writing skill can be defined with the following mapping sentence:

A person is ascribed a set of underlying traits {UT}, which together constitute his\her writing skill {WS}, which enables him\her to produce indents certain texts {T}, in a specific language {L}, in type {S} rhetoric situations which assessed by Certain criteria {C}, count as achievement of certain level.

(Verhoeven & Jong, 1992, p104)

Johnson (1995) discovered that writing skills are the following :

*A-Audience* : The audience for a piece of writing is the person who will eventually read it. If you are transmitting a postcard to a friend, you know the audience personally and can therefore be casual, make jokes, and mention things which nobody else would comprehend. In the other hand you are writing to an institution you probably would not know anybody in the building society, and you would not realize who was going to read your letter. A more formal manner would be adequate in these situations. If you are writing to a child, it would be logical to make the vocabulary soft so that the child would recognize what you had to say. However if you were writing an application to the European commission for project funding, you might require to use the special terminology [ I am being polite] which often need in such situations. If you were writing a bosom notebook, you yourself would be the audience . In this condition you could say anything you which in whatever style you prefer. It is remarkable that many persons use private systems of abbreviations in their diaries( para 5-6).

A.2-Form: The term “form” here means the shape , layout , or the arrangement of parts in a piece of writing. It is a term which is employed to characterize the way in which the writing is organized. For example, a novel usually has chapters. Most traditional poems have verses. A business letter normally endures both the sender’s and the recipient’s address. A dictionary has its entries laid out alphabetically. An encyclopedia does too, and It will also comprises an index. Official reports are often splited into autonomous sections. Most academic essays are continuous prose arguments 1500-2000 words long (para21).

A.3-Function: When we put a pen to a paper {or finger to keyboard} we have purpose. Even it is just to beguile ourselves. But that purpose could be to inform, persuade, entertain , or to construct. We could be filling in a form, writing a postcard to a friend, or applying for a job. The zone of probable purposes is enormous, and this can lead to cryptic problems that persons privilege when they start writing. The manner we write a spontaneous letter to a friend would not be appropriate for a job application (para27).

B-Generating ideas: “ Good writing requires good ideas intriguing concepts and analysis that are clearly and compellingly arranged. But good ideas do not just appear like magic. All writers struggle with figuring out what they are going to say “(Madison Writer’s Handbook[UW] , 2021, para1).

C-Taking notes: It is considered as an important writing skill. Nordquist(2019) stated , “ Note taking is the practice of writing down or otherwise recording key points of information “ (para1). The researcher argued that the cornell method is most popular method for note-taking which involves segmentation a piece of paper into three sections : a space on the left for writing the main topics, a larger space on the right to write your notes, and a space at the bottom to summarize your notes. Check and illustrate your notes as soon

as possible after the class. Summarize what you have written on the bottom of the page, and finally excogitate your notes (para6).

D-Punctuation: Foster(2005) reported :

Punctuation shows that the writer has the reader in mind. Putting the correct Marks, and marking sure there are no unnecessary ones-aids understanding and avoids ambiguity. The comma, stop, colon and interrogation mark are not there just to satisfy the rules of construction or even the whims of the grammarian. They have a real and active purpose to give the reader a breather, to give a pause and, at intervals, to provide a change of pace or thought . the full stop if you like, is the red light to stop you moving forward and to bring the sentence to an end, the comma an amber to provide a pause.

( Foster , 2005 , p 20)

E-Grammar: A 2004 review by Crystal clarified ,” Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and other use the language “( Crystal, as cited in Buy College Essay , para.10).

F-Spelling: What is spelling? this a good question to ask, this definition would be the answer, “ Spelling is a complex skill and an important part of writing. Good spelling is also A social expectation and contribution to clear communication of a written message “ ( Victoria State Goverment , n.d ,para.1).

G-Sentence: Streat (2014)wrote , “ Your sentence need to be coherent. In other words , your thought processes need to flow on paper as well as in your head . In its simplest form,

sentence need to be complete and have a subject , verb and a complete idea to make sense. If not, you are left with what are called sentence fragments” ( para .1-2 ).

H-Paragraph: “ A paragraph is a group of sentences about a central idea. A paragraph has a clear purpose, such as to list, to show causes or effects of something, or to agree a point. Every part of a paragraph has a specific function, and every part is important. The main parts of a paragraph are : the topic sentence, the supporting sentence and the concluding sentence”( Folse , Solomon , & Calabeaux , 2019 , p4). So, there is something curious which is this question : what makes a good paragraph? Domaine (2003) affirmed:

Every good paragraph has : a single idea, a topic sentence or headline that says whatthe paragraph is about, transition words or phrases to connect ideas, both within and between paragraphs, and internal coherence ; the paragraph includes only material that relates to main idea. If you try to keep all these paragraphs guidelines in mind as you begin to write, you may risk losing idea or interrupting a productive line of thinking. Put all your thoughts and informa-tion on paper first. You can always impose more form and structure on your Paragraphs during step six, as you edit your draft.

( Domaine , 2003, p224)

I-Good style : Lenex (1821) found out, “ by a style in writing, we mean that language in Which an author expresses the matter he is writing upon ; and a good style is constituted by proper words in proper places “ (p21). How to acquire a good style? , Brown (1862) identified :

In order to acquire a good style, the frequent practice of composing and

writingsomething, is undisposably necessary. Without exercise and diligent attention, rules or percepts for the attainment of this object, will be no avail.

In regard to qualities which constitute a good style, we can here offer no more than a few brief hints. With respects to words and phrases, partionlar attention should be paid to *purity*, *propriety*, and *precision* ; and, with respect to sentence, to *perspicuity*, *unity*, and *strength*. Under each of these heads, we shall arrange in the form of short *percepts* a few of the most importantdirections for the forming of a good style.

( Brown , 1862 , p28 )

J-Editing: Wingersky , Boerner , and Balogh (2009) reported that before you deem your paper have done , look about for any issues in mechanics. When you are imparting the writing process , content comes before mechanics and grammar. But correct mechanics and grammar will be anticipated as you preside the writing process. To produce a mechanical review easier ,you might want to impart to bestow a good word processes that contains a spell checker and other writing aids(p16).

### **Common problems within writing skills**

Johnson (1995) emphasized that the problems within writing skills are :

1-A lot of persons puzzle out writing a routine , and for some it can be a source of sharp suffering. In most situations this probably because of a lack of practice (para.1).

2-The issue might be multiplied by a number of public legends about writing and writers. Writing might sound a lot more unpretentious if It is viewed in an authentic light(para.2).

3-For example , many persons think that some writers are “ *blessed with a gift*” of being able to write good- and that if you do not possess this gift you might as well not concern trying. What they do not recognize is that many, many prosperous writers- even those who are quite famous- strain gore over the writing process. They fag harsh , planning , revising and writing draft after draft until they are convinced with the end result. Most of them argue that It is not a “ *gift* “ , but an arduous-won-occupation(para.3).

4-Whengiven a writing task , some persons bench in front of blank cheet of paper. They strive to scrimp a few words , feel laden by the quandary , and then halt ,unconvinced with what they have made. They reach the conclusion that they ‘ *cannot write* ’.[This kind of response sits very easily alongside the issue that other persons have a special gift]. But It is not surprising that they have “ *fizzled* “. They have forgotten out several phases in the writing process : generating ideas , making plans , creating draft , and revising the work . The simple lesson to scrutinize here is that It is very difficult to make a piece of successful writing at just one try(para.4).

5-If you do *not* plan your writing in some way , you are probably granting yourself extra work. Just contemplate of all things you are attempting to do at once. You are grappling with the subject you have to write about ; you are trying to discover some way to interpret your ideas into words ; you also have to lay down thiswords into some order, and on top of all that you are probably conscious that the detached topics of your subject have to be arrayed in some sort of logical sequence(para.5).

6-Planning can remove two of these problems, relinquishing you free to concentrate on the detail. By reflecting on your subject before you begin writing. You can determine what these detached topics are, and you can settle them into logical sequence. Once you start

writing, you do not have to worry about what will happen next, because that has already been fixed. You are left to determine only the detail of expressing your thoughts(para.6).

### **Benefits of Mind Mapping in writing**

A 1995 review by Zaid on the advantages of using mind mapping in writing , in which He claimed , “ mind mapping is an outline for the writing of a short essay on the topic , or that a segment of the map is used in the writing of a paragraph “ ( as cited in Abd Karim & Abu , 2016, p426) .So mind maps have a great role in helping writing articles and paragraphs.

A 2002 review by Mercer discussed this point.

Mind mapping helps students to see the relationship among ideas and Connect information with new information , mind mapping has proven Useful before , during after writing. Mind mapping can help writers stick to the topic by having their ideas in front of them as they are writing .

( as cited in Abd Karim & Abu , 2016 , p426) .

Abd Karim and Abu ( 2016)went so far to suggest other benefits of mind mapping. It helps the writer to write in the correct sequential order . Therefore , mind mapping is recognized as a tool that can guide students through the four stages of the writing process that are prewriting , drafting , editing and revising . Unlike most writing processes , mind mapping supports and ever encourages nonlinear thinking . It allows the map maker to move around to follow their interests . But It does all of this within an organized framework.

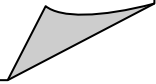
( Abd Karim & Abu , 2016 , p426) .

Yunus ( 2016 ) discovered , “ most of the students ( 92% ) generally have positive responses to the use of mind mapping strategy in their *MUET* writing and they stated that mind mapping does help them in writing essay “( p426 ) . Kales( 2016 ) declared , “ mind mapping can assist learning by providing an opportunity for visual stimuli , assessment checking understanding , elaboration , note-taking , summarizing , illustrating sequence of events and other creative ways of instruction “ ( p426 ) . Moreover ,Bharambe ( 2012) mentioned , “ mind mapping provides a useful focus for students to organize thoughts and ideas to present information clearly and attractively” ( as cited in Abd Karim & Abu, 2016 , p426 ) . Abd Karim and Abu( 2016 ) concluded that mind mapping awards many benefits to the students’ writing like It aids them to order ideas before they move on writing , originate more ideas in their writing as they can donate many models based on It , let them record their points and they easily detail their points and they can evolve their ideas more easily ; therefore , mind mapping technique would be dynamic tool to assist students in planning and organizing their writing by promoting to earn a comprehensive or in-depth understanding the writing topics ( p426 ) .

## **Conclusion**

Mind mapping as an ultimate organizational tool has two types and many elements and applications. A mind map cannot be drawn randomly, but there are steps that should follow in which mentioned previously. A mental map also brings many benefits inside it. The technology plays a role in the installation of a mind map, wherein It designs It in a modern shape relying on new technological applications. In the other side, we have the writing skill. It is an essential skill within the learning skills. Despite the fact that mastering the writing skill is not easy but difficult because there are many problems that can be faced. These problems need a solution in which It is a mind map. So this research is a combination of two concepts, the first concept helps to reduce the shortcoming of the second. . So this research is a combination of two concepts, the first concept helps to reduce the shortcoming of the second.

**Chapter Three :**  
**Research Design and**  
**Methodology**



## **Introduction**

The methodology which is undertaken in this research gives details about the participants and demonstrates where the study was conducted. In general, It highlights the research institution, which consists of students as participants. Furthermore, a description of the participants is provided also including their ages, genders, numbers, levels and their background information. It also presents the research instruments which are students' observation and students' questionnaires. The last part is devoted to the research design and procedures.

## **Conceptual Framework**

### **Sampling and Population**

#### **Students as Participants**

For the current study, we dealt with a sample of thirty five (35) students, from a total population of about sixty (66) students, University of El-Tarf, department of English. The participants, in this study were recruited from three classes. Again, a random selection is used to increase the generalizability of the results. So, It is made up the final sample which consisted of thirty five (N=35) students. It was very difficult to gather this number of participants due to some circumstances. The student's ages ranged from eighteen to twenty nine. The reason behind choosing to work with second year is that they are not skillful writers and those students need to pay close attention to the writing skill in their learning. They have to learn to use mind map that would organize their thoughts and facilitate the learning process.

## **Research Instrument**

In this study, we used three main tools which are participant observation and questionnaire and classroom activity. They are used to collect the possible details about the topic. The participant observation is a qualitative research method in which the researcher not only observes the research participant, but also actively engages in the activities of the research participant. In here, the observer is as participant so there is some interaction with the participant but the interaction is limited. The second research tool is a questionnaire in which It is a set of written questions used for collecting information about the variables and the relationship between them. The third research tool is a classroom activity in which It is done by the students inside the class as a part of applying the practical part after listening to the theoretical part which is presented by the teacher . This study is based on a participant observation and a questionnaire for the students. The aim of using a participant observation is to analyze and evaluate student product in the classroom. For a questionnaire, its purpose is to give the participants a chance to describe their opinions, perceptions and reactions freely and comfortably. The students' questionnaire aims at finding out whether the learners react positively with the use of mind mapping while learning writing.

### **Students' Observation**

The students' observation comprises of three sections ordered from( A-C). The section A were about the classroom observation . The section B includes the lecturer observation . And section C is about student observation. Then, the students are given a mind map which is about how to write an essay. After these questions , there is a classroom activity , in which there is an empty mind map and they should complete it. The observation aids the researcher to know more about the participants in a real situation. The

researcher as an observer concentrated on taking on students' activities in the classroom. The observation were done four times in a two weeks with the students of second year of the Department of English. This class of second year was divided into three groups , so we observed a group of students from the three groups.

### **Students' Questionnaire**

The research questions were composed of (26) questions composed of four sections; the first section deals with background information about the students (Q1-Q2), it was about the students' ages and genders. The second part involves questions about the students' attitudes towards writing (Q1-Q5) this section was designed to collect information concerning the writing skill and students' reflections towards writing and their reflections about themselves if they see themselves as writers or not. Section three was about how students deal with writing skills (Q1-Q16) .And finally, section four was about how students think of mind mapping as a tool to improve their writing skills (Q1-Q5).

### **Research Design and Methodology**

In this study, descriptive research design in which both data are used are : quantitative and qualitative. A qualitative data enabled us to discover and describe the term mind mapping as well as its elements , types , applications and its importance ; it also enables us to describe the writing skill, its meaning, what are the writing skills and the common problems within writing skill. On the other hand, we have used also quantitative data in order to measure the amount of the students that are able to write skillfully and the students who are not able and evaluate how many problems face students while they are writing and what are these problems. furthermore, we analyze how students think of mind mapping as alternative tool.

## **Research Procedures**

This descriptive study embraced a students' observation to see the reaction of students while using mind mapping as a lesson material and a students' questionnaire to measure the amount of students that have problems in writing and students feedback from using mind map. the observation have done in the classroom during the session of written expression, and the questionnaire printed and supplied to students.

## **Conclusion**

This chapter provides a view about the methods used in order to accomplish our study, the procedures and also the tools we have used in the aim of collecting data about exploring the impact of mind mapping to develop writing skill. The study was conducted in Chadli Bendjedid University, El Tarf, Algeria. The participants were second year EFL students at the Department of English .

# **CHAPTER FOUR :**

# **DATA ANALYSIS**

## Introduction

This chapter is devoted to the interpretation of students' observation, classroom activity and students' questionnaire, which are addressed for 35 students (EFL learners) from the department of English at Chadli Ben Djedid El Tarf. Furthermore, this research collects data based on these methods, students' observation used to clarified students' reactions towards using mind map and students' questionnaire used to identify views for learners .

### Students' Observation Analysis

The observation is divided into three sections ordered from (A-C). The section A includes the classroom observation. The section B includes the lecturer observation. And section C is about students observation. After these sections , the students were given questions about a given mind map which is about how to write an essay.

#### 1-SectionA: Classroom observation

Section A	Classroom observation	Note
Observation N1	The classroom is clean and tidy	The classroom is seen so clean and tidy.
Observation N2	The classroom is comfortable	It is not that much comfortable because there was some noise outside and students came late .
Observation N3	Complete learning media are provided	No media tools are available , the course was based on written handouts used by the teacher.

## **2-SectionB: Lecturer observation**

Section B	Lecturer observation	Note
Observation N1	The lecturer opens the lesson	The lecturer opens the lesson by giving a brief account about an essay , its definition , its parts, its types and the tips of how to write an essay.
Observation N2	The lecturer's voice is clear	The students are very collaborating by remaining silent, so the teacher's voice is so clear and loud and she use a simple language.
Observation N3	The lecturer gives questions to students	The lecturer asked the students about how the question of an essay would be( the question of an essay would be in twoforms : discuss and analyze) , also she asked them about how to analyze and discuss an essay. The lecturer also asked them about the difference between writing an essay and writing a paragraph.
Observation N4	The lecturer gives feedback and evaluation which are beneficial for the students learning motivations	The lecturer almostly gives a positive feedback using the word " <i>good</i> " , and even the wrong answers that were given by students were faced a positive feedback by

		the teacher by saying : “ <i>you are near the right answer , try more</i> ”. The lecturer evaluate the students on their understanding about the lesson.
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### **3-Section C: Students observation**

Section C	Students observation	Note
Observation N1	The students enjoy the implementation of mind mapping	Most of students enjoy the implementation of mind map and they found it good and easy method to understand the lesson. But some of them did not because they concentrate on something else, out of the lesson.
Observation N2	The students became more activate in class after the implementation of mind mapping	Students became more energetic and activate after the using of mind map , and this demonstrate in the many questions that students asked about mind map.
Observation N3	The students look bored in the implementation of mind mapping	Most of students look excited while the implementation of mind and no sign of boring.
Observation N4	Students pay attention to the lecturer command	Students concentrate and listen carefully to the lecturer command.

Observation N5	Students are understanding the input that are designing in the mind map, and they are giving an output to the teacher	The students are understanding the mind map input and they act positively toward the lesson.
Observation N6	How much time the students take to give an output about the given mind map?	<p>The session of written expression divided upon three groups :</p> <ul style="list-style-type: none"> <li>-Students of group one they took 2 minutes to give an output</li> <li>-Students of group two took 4 minutes to give an output</li> <li>-Students of group three took 5 minutes to 10 minutes to respond.</li> </ul>
Observation N7	How many students give an output about the givenmind map?	<ul style="list-style-type: none"> <li>- Students of group one a just four students who were present in the class , the others were absent . Two students who were given an output in this group.</li> <li>- Students of group two just seven students who were present in the class . four students who were given an output in this group.</li> <li>- Students of group three were (24) students . (20) students of them who responded.</li> </ul>

## Questions concerning a given mind map and the answers given from the students:

s:

**-Question one:** What they understand from this mind map?

**\*Answers of students of group one: [ 3 of 4 students who respond to this question]**

Answer N1: This mind map is a mental process that demonstrates how we can write an essay.

Answer N2: It is about how to make an essay.

Answer N3: It is a layout of the preparation of an essay.

**\* Answers of students of group two: [ 4 of 7 students who respond to this question]**

Answer N1: A mental map that is occur in our mind when we write an essay.

Answer N2: An analysis diagram of how to write an essay.

Answer N3: I see in this mind map how to build an essay.

Answer N4: A graphics that represents how to compose an essay.

**\* Answers of students of group 3: [ 7 of 24 students who respond to this question]**

Answer N1: It presents the process of writing an essay.

Answer N2: It clarifies how to produce an essay.

Answer N3: It is a visualization tool that explain how to elaborate an essay.

Answer N4: It is about how to fabricate an essay.

Answer N5: A mind map shows what consists of the writing of an essay.

Answer N6: A design that indicates how to write an essay.

Answer N7: It presents an academic technique about how write a piece of writing which is an essay.

**-Analysis of the answers about question one:**

All the answers to the first question were close , and indicate that the given mind map was easy to understand and could be understood by everyone. It was not complicated to be difficult to understood.

**-Question two:** What are the components of an essay?

**\* Answers of students of group one: [ 2 of 4 students who respond to this question]**

Answer N1: According to what I understand from this mind map that an essay consists of an introduction that composes of intentions that state clearly. Then the body which comprises of arguments that need to build. And finally the conclusion that is the ends.

Answer N2: Simply an essay contains of introduction , body and conclusion.

**\* Answers of students of group two: [ 3 of 7 students who respond to this question]**

Answer N1: Its components are the body and the introduction.

Answer 2: In an essay there is introduction, body and conclusion.

Answer 3: The parts of an essay are: introduction which is the state, body in which there is arguments, and conclusion in which gather loose.

**\* Answers of students of group three:[4 of 24 students who answer this question]**

Answer N1: The components are : introduction , body and conclusion.

Answer N2: The body.

Answer N3: The conclusion.

Answer N4: An essay composes of : title, thesis, arguments, review.

### **-Analysis of the answers about question two:**

Most of the answers are correct and shows that students understand what are the components of an essay in the given mind map. Although there are some answers that are not complete , and the number of students that answer this question are lesser the number of students who answer question one.

**-Question three:** What are the steps of writing an essay including in this mind map?

**\* Answers of students of group one:[ 1of 4 students who responds to this question]**

Answer N1: The steps are : firstly gather information then choose a topic. Next think of arguments and the opposed of them [ if it is needed] . Then as another step is drafting . And finally, writing.

**\* Answers of students of group two:[ 3 of 7 students who respond to this question]**

Answer N1: The steps are just: gather information then write it as an essay.

Answer N2: The first step is choosing a topic.

Answer N3: Writing process contains of five steps which are: - making a title

-Looking for information

-Brainstorming

-drafting

-And finally writing.

**\* Answers of students of group three :[ 3 of 24 students who respond to this question]**

Answer N1: The steps are : title, thesis, overview, arguments and conclusion.

Answer N2: An essay consists of three steps that are: introduction , body and conclusion.

Answer N3: The steps are those break mind wonders.

### **-Analysis of the answers about question three:**

The answers are completely different from one student to another. Their answers contain of correct parts over wrong parts. This illustrates that they have the idea , but they need to do more thinking efforts and the appropriate words.

**-Question four:** What are the understandable keywords about writing an essay?

#### **\* Answers of students of group one:[ 2 of 4 students who respond to this question]**

Answer N1: The understandable keywords are: brain bloom, information ,composition, title, introduction , body and conclusion.

Answer N2: Gather information, definition, choose title.

#### **\* Answers of students of group two : [ 3 of 7 students who answer this question]**

Answer N1: Information, arguments, introduction, quotation ,facts.

Answer N2: Summaries, thoughts, re-draft.

Answer N3: Whole picture, short literary composition, views.

#### **\* Answers of students of group three : [ 8 of 24 students who answer this question]**

Answer N1: Introduction, body, conclusion.

Answer N2: Thinking, overview gain, title.

Answer N3: Read, arguments, opposing arguments.

Answer N4: Ideas, composition, creation.

Answer N5: Breaks mind wanders, gather information, thesis, final draft.

Answer N6: Research, quotations.

Answer N7: Summaries, views, examined arguments, edit.

Answer N8: Draft, re-affirm, conclusion.

**-Analysis of the answers about question four:**

According to the interpretation of those answers about this question, the students give a wide field of keywords and in fact they are all correct. This means that the output in the given mind map is arrived to the students' brain.

**-Question five:** From this mind map and your background, give a definition of an essay?

**\* Answers of students of group one:[ 3 of 4 students who respond to this question]**

Answer N1: Work of writing that consists of introduction ,body and conclusion.

Answer N2: Short literary composition about specific topic.

Answer N3: It is about how to gather information then organize It in a form of writing.

**\* Answers of students of group two:[ 1of 7 students who responds to this question]**

Answer N1: An essay is an academic piece of writing presenting thoughts and ideas.

**\* Answers of students of group three:[ 10 of 24 who respond to this question]**

Answer N1: Writing an essay is a process which need to brainstorm over mind a little bit.

Answer N2: It is a piece of writing.

Answer N3: It is an explosion of ideas.

Answer N4: It is an academic piece of writing that breaks down the topic into introduction, body and conclusion.

Answer N5: It is the transformation of ideas into words.

Answer N4: It is a form of writing.

Answer N7: An operation in which consists of a lot of steps.

Answer N8: Structure writing work.

Answer N9: It is the writing of effective thesis with appropriate arguments.

Answer N10: A scholarly work in writing that provides author's personal argument.

### **-Analysis of the answers about question five:**

Variant definitions about what is an essay but they share the same concept.

**\*Classroom activity:** We give the students an activity to show them the importance of mind mapping before writing and the practicality and the validity of using it. In front of them there is an empty mind map and they should complete it. This mind map is in the form of sun diagram.

### **\* Analysis of the answers of students about this activity:**

Students in this activity highlighted these subjects :

- Illegal business
- Social media
- The change in the life mode
- Covid19
- Healthy food
- Rheumatoid arthritis
- Surrogacy
- Pollution
- Social media
- Covid19
- Spectrophobia
- Stoicism
- Corruption
- Internet
- How to learn foreign languages
- Atmosphere
- How to be successful
- What is the paragraph
- Immigration causes
- Branding
- E-learning
- Women empowerment
- Online shopping
- Motivation

- The English language in Algeria -Educational system in Algeria

According to the respondents' answers , we notice that most of them mention new subjects. Although that there are repeated subjects . Also from their output that designed in paper , we saw that they followed the question command in writing eight lines this means they do not face difficulties in brainstorming their ideas because the mind activates their brains.

## Students' Questionnaire Analysis

### Section One: Background Information

#### Q1-Age:

03 Answer's choice	Responses	Ratio
A] 18-24	31	88,5%
B] 24-29	3	8,5%
C] More than 29 years old	1	2,8%

*Table1 : Age*

It is clear from the data findings that the percentage of students' age are grouped into three parts. Out of 31 students with percentage [ 88,5% ] , their age is around 18 to 24. While [ 8,5% ] of the sample are around 24 to 29. And just one students with percentage [2,8%] his/her age is more than 29 years old.

#### Q2-Gender:

Answer's choice	Responses	Ratio
A] Male	11	31,4%
B] Female	24	68,5%

*Table 2: Gender*

As data findings demonstrate , among 35 participants , [ 68,5% ] of them were female and only [ 31,4% ] were male who answered the survey.

## Section two: Attitudes towards Writing

### Q1- Do you enjoy writing?

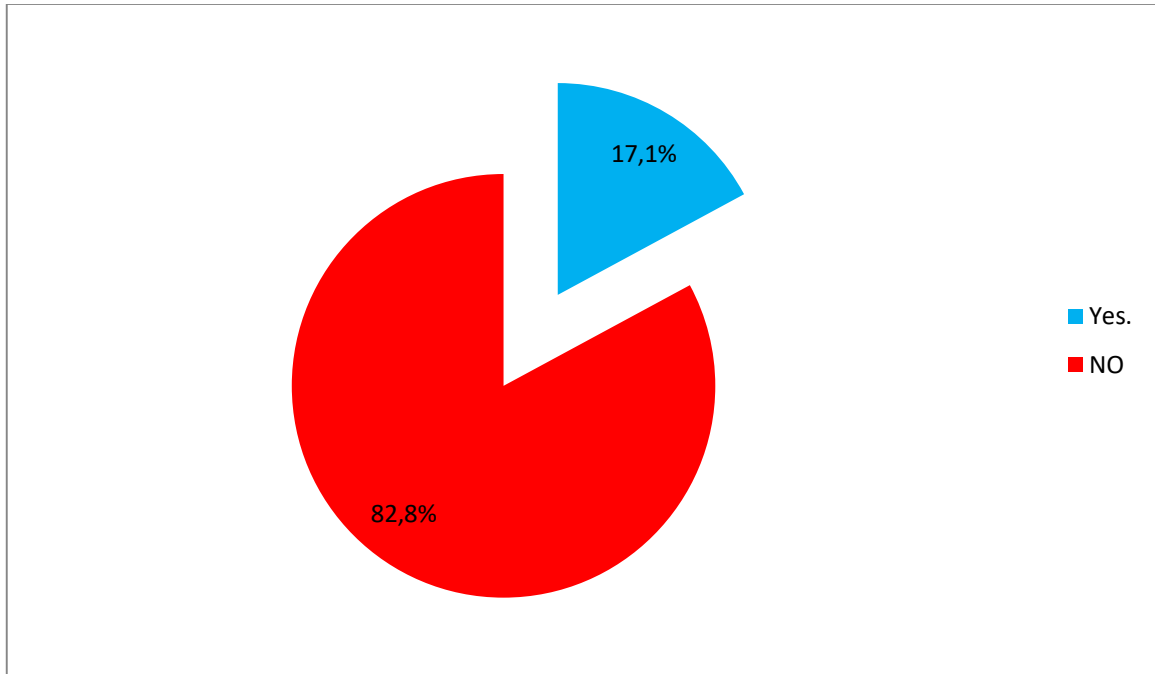


Figure 1 : Do you enjoy writing ? ( adopted)

This question is an attempt to know if students enjoy writing or not. So [ 82,8% ] of total respondents said “ *Yes* ” , whereas [ 17,1 ] said “ *No* ” . Five students with their *no answers* justify why :

- I cannot find so amazing about writing .[2 students]
- It is difficult in applying .[1 student]
- I do not prefer writing for academic purposes.[1 student]
- I prefer speaking.[1 student]

**Q2- In general, do you trust yourself as a person who can have good words and ideas and perceptions?**

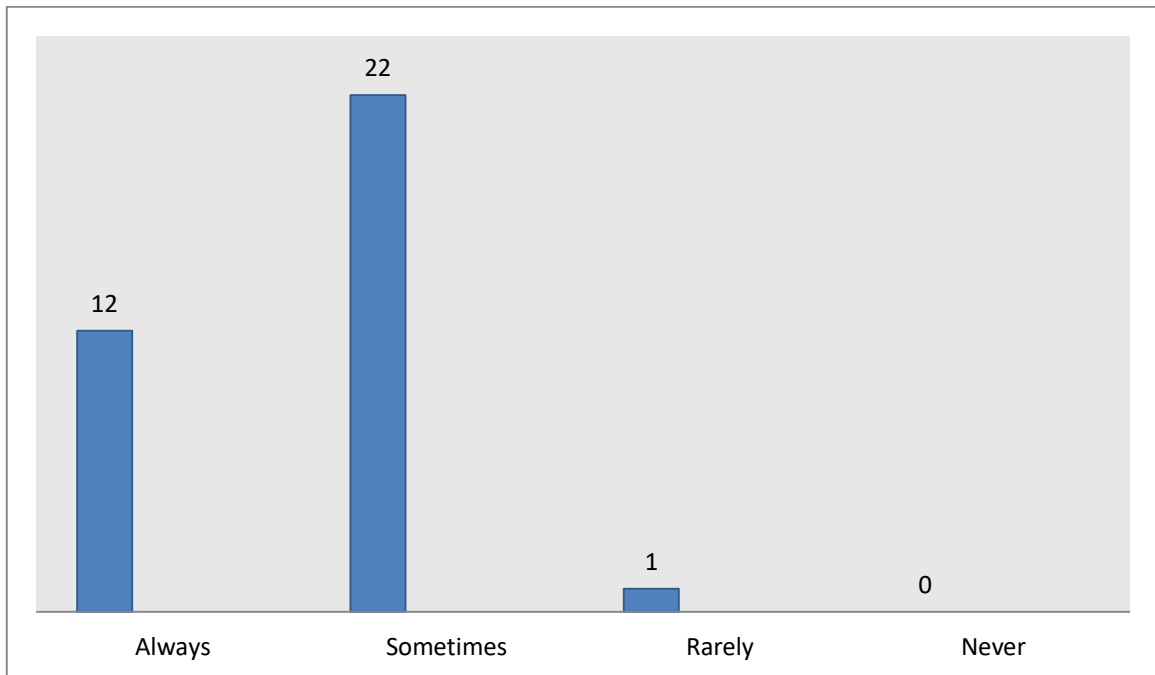


Figure 2: In general, do you trust yourself as a person who can have good words and ideas and perceptions? ( adopted)

This figure above the percentage concerned if the students trust themselves that they had good words and ideas and perceptions. 22 of total respondents said “*Sometimes*”. 12 students said “*Always*”. And 1 student said “*Rarely*” and no one said “*Never*”.

### Q3- Do you have the writing skill?

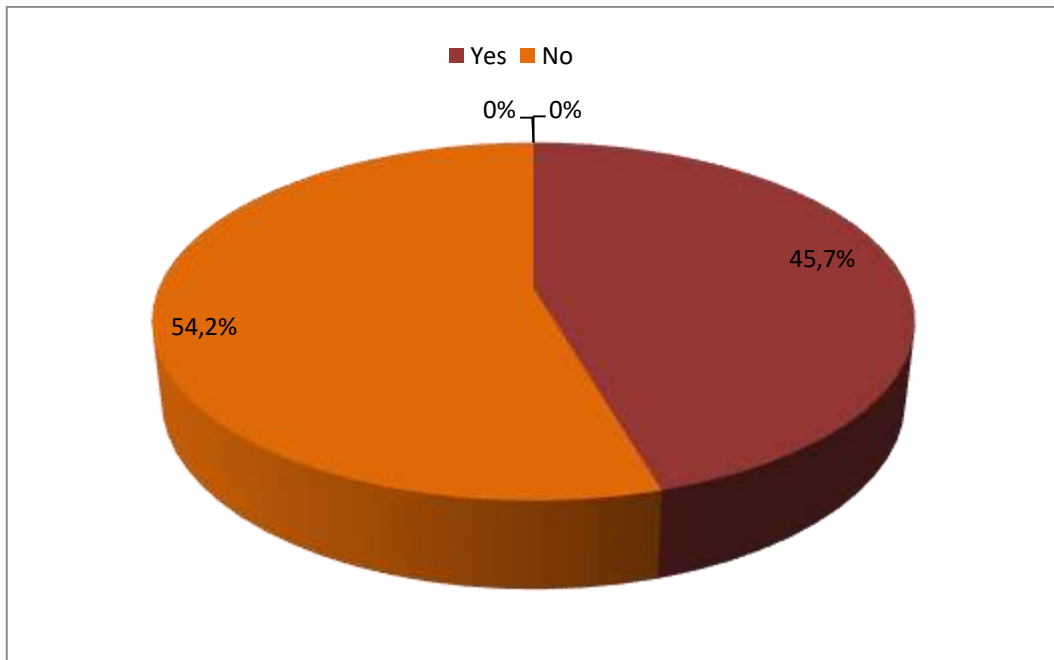


Figure 3: Do you have the writing skill? ( adopted)

The answers for the above question clarify if students have the writing skill or not. [45,7%] said “ *Yes*” , whereas [54,2%] said “ *No*”.18 students with their *no answers* justify why they said “ *No*”:

- Lack of linguistic intelligence.[2 students]-Face difficulties in writing.[1 student]
- Writing needs practice and experience.[3 students] -Lack of attraction and passion for writing. [6 students]
- Still not reached a high level in writing.[2 students]
- Needing more practice on grammar and vocabulary.[2 students]

### Section three : How do the Students Deal with the Writing Skills?

\* Audience:

**Q1- While you are writing your piece of writing, are you thinking of the reader if He or She will understand your piece of writing?**

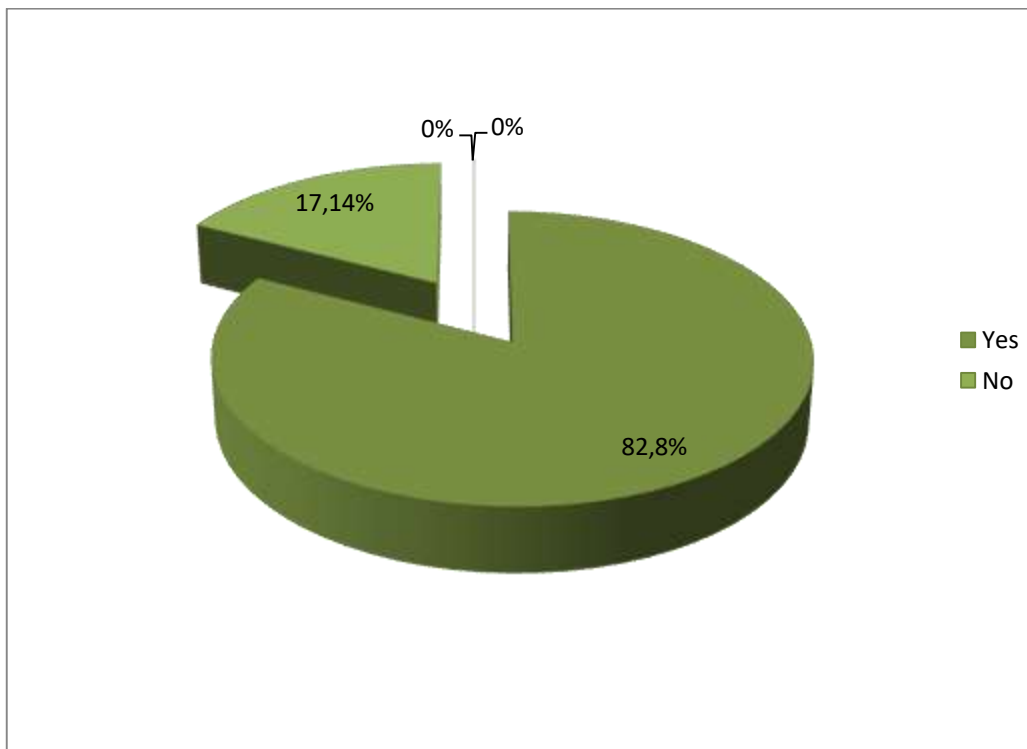


Figure 4 : While you are writing your piece of writing, are you thinking of the reader if He or She will understand your piece of writing?

The above results are about if the students are thinking about the reader while they are writing. The majority of participants said “Yes” [82,8%] , while the rest of them said “No” [17,14%].

**Q2- How do you consider the reader as purpose of writing or as a problem because you do not know who you are supposed to write for?**

Answer's choice	Responses	Ratio
A-Purpose of writing	28	80%
B-A problem	7	20%

*Table 3: How do you consider the reader as purpose of writing or as a problem because you do not know who you are supposed to write for?*

From the conducted data concerning whether students consider the reader as purpose of writing or as a problem while they are writing. [ 80% ] of the respondents chose the purpose of writing , whereas [ 20% ] of them chose a problem.

**\* Form :**

**Q3-Do you take in consideration the form of your piece of writing while you are writing your final draft?**

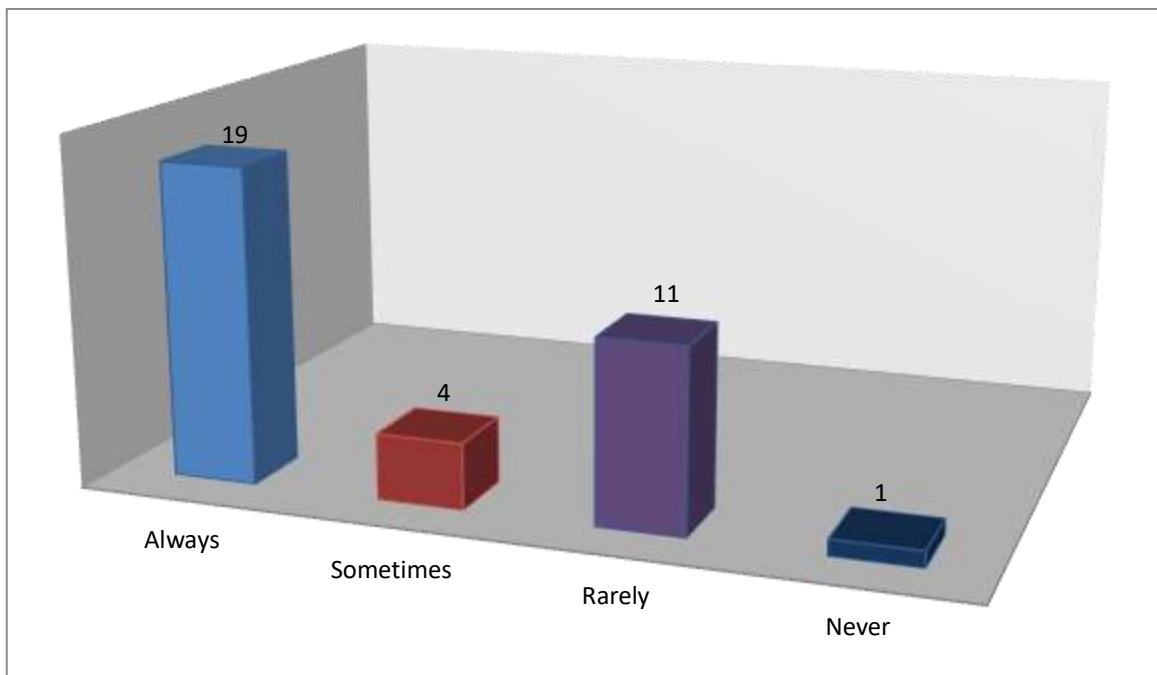


Figure 5: Do you take in consideration the form of your piece of writing while you are writing final draft? ( adopted)

It is likely to note that a great majority of the students take in consideration the form of their piece of writing , while they writing the final draft. As It stated in this figure.

**Q4- Do you have the competence of organizing a well formed piece of writing?**

Answer's choice	Responses	Ratio
A-Yes	31	88,5%
B-No , justifywhy ?	4	11,4%

*Table 4: Do you have the competence of organizing a well formed piece of writing?*

According to the results on this table, that is about to know if students have the competence of organizing a well formed piece of writing . 31 respondents [88,5%] said “Yes”, while 4 respondents [11,4%] said “ No”. Students whose answering “ No”, 3 of them justify their answers as the following:

-Lack of vocabulary. [ 1 student]

-Lack of practice . [2 students]

**\* Generating ideas:**

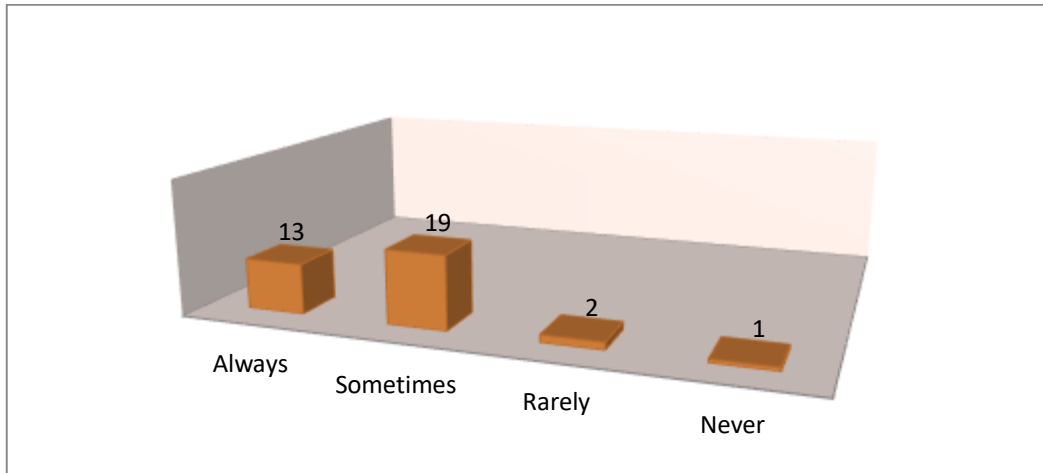
**Q5- On any topic, can you generate a lot of words?**

Answer's choice	Responses	Ratio
A-Yes , quickly and freely.	7	20%
B-Yes , but somehow.	26	74,2%
C-No, I have problem of being stuck.	2	5,7%

*Table 5: On any topic , can you generate a lot of words?*

By this question , [26] of the students responded by *yes, but somehow* they can generate a lot of words, and [7] students are the ones who said *yes, they can generate a lot of words quickly and freely*. Other [2] students said *no, they have the problem of being stuck*.

**Q6- Again, in any topic can you come up with ideas on insights you would not thought of before?**

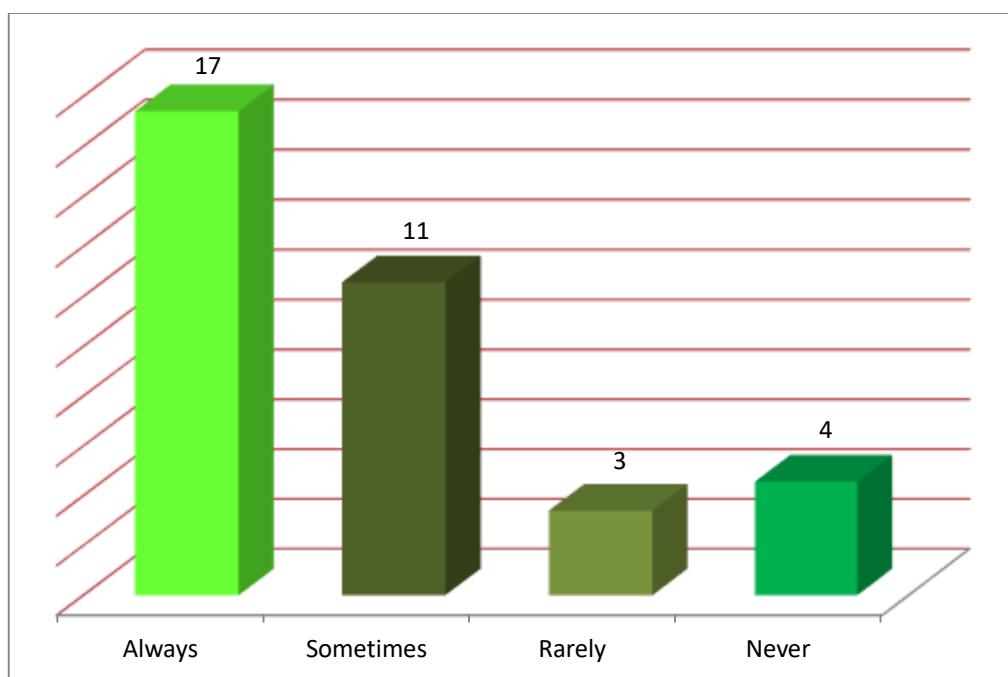


**Figure 6: Again ,in any topic can you come up with ideas on insights you would not thought of before ?**

As It is shown in this graph, [19] of the students stated that they *sometimes* come up with new ideas, and [13] of them said *always*. Other [2] students said *rarely*, however ; those who said *never* are only [1] student.

**\* Taking notes:**

**Q7- Are you taking notes before you start writing?**



**Figure 7: Are you taking notes before you start writing?**

The above chart shows that about the process of taking notes before writing. The rates show that the majority 17 students [48,5%] have chosen that they always taking notes before starting writing, 11 students [31,4%] declared that they sometimes taking notes before writing. 3 students [8,5%] indicated that they are rarely taking notes. And 4 students [11,4%] clarified that they are never taking notes before they start writing.

**Q8- Are you considering taking notes as an important step before you write?**

Answer's choice	Responses	Ratio
A-Yes	29	82,8%
B-No, justify why?	6	17,1%

*Table 6: Are considering taking notes as an important step before you write?*

While 82,8% of the participants said that they consider taking notes as important step before writing ,17,1% of the respondents ,however; answered by no. Whose said no, 5 of them justify their answers as the following :

-It is not necessary, each one got different way. [4 students]

-It depends on the topic. [ 1 student]

**\* Punctuation :**

**Q9- Do you are taking in consideration punctuation while you are writing your final draft?**

Answer's choice	Responses	Ratio
A-Yes	26	74,2%
B-No ,justify why?	9	25,7%

*Table 7: Do you are taking in consideration punctuation while you are writing your final draft ?*

The outcome of this question provide that the majority number of participants [74,2%] take in consideration punctuation while they are writing the final draft, whereas a percentage of [25,7%] participants do not. Those who said no provide their answers by these reasons: [8 students whose come up with these reasons]

-It does not help, if I punctuate while I am writing. [1 student]

-I always forgot them. [3 students]

-I do not know where to put them and how to use them. [2 students]

-I get no time to punctuate. [1 student]

**Q10- Are you perfectly organize the punctuation on your final draft?**

Answer's choice	Responses	Ratio
A-Absolutely yes	8	22,8%
B-Somehow	23	65,7%
C-No , justify	4	11,4%

*Table 8: Are you perfectly organize the punctuation in your final draft ?*

This question is devoted to investigate whether students are perfectly organize the punctuation in their final draft or not. The results have shown that [22,8%] answered by *Absolutelyyes* while [65,7%] of total respondents replied by *Somehow*, and other [11,4%] of participants answered by *No* . Whose said no justify their answers by the same reasons of the previous question.

**Statement 1- Grammar is important in writing.**

Answer's choice	Respondents	Ratio
A-Strongly agree	17	48,5%
B-Agree	10	28,5%
C-Indifferent	7	20%
D-Disagree	1	28%
E-Strongly disagree	0	0

**Table 9 : Grammar is important in writing.**

The common shared answer between the participants is that [17] students [48,5%] strongly agree that grammar is important in writing , other [10] students [28,5%] claimed that they agree that grammar takes a value in writing. [7] students [20%] forming a minority are indifferent , [1] student [2,8%] against . And no one choose the last choice.

**Q12- How much of percent that illustrate your writing without grammar mistakes?**

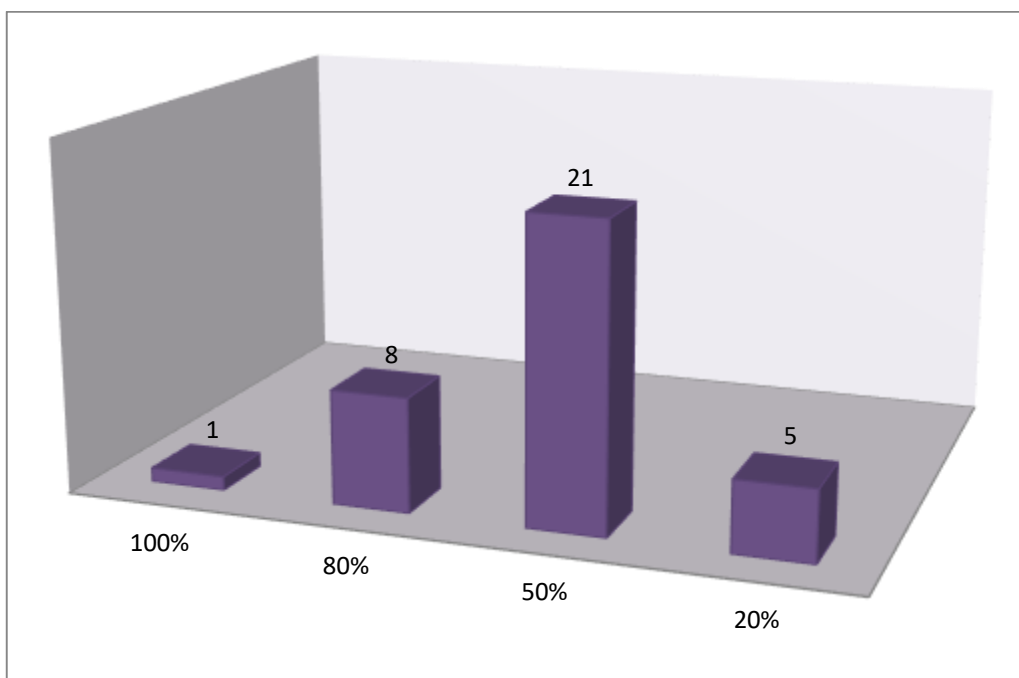


Figure 8: How much of percents that illustrate your writing without grammar mistakes?

Regarding student's answers, [21] students chose 50% , while [8] students responded by 80% . Other [5] students selected the answer of 20% , and [1] student elected the answer of 100% .

**\* Spelling:**

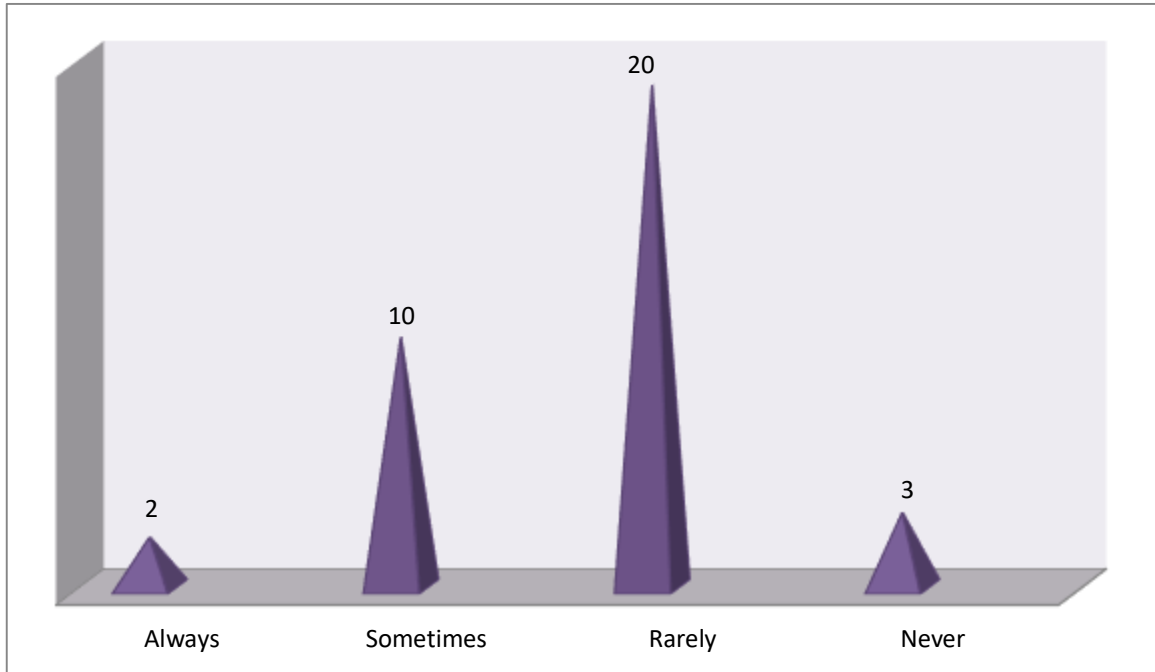
**Statement 2- Spelling is important in writing**

Answer's choice	Responses	Ratio
A-Strongly agree	10	28,5%
B-Agree	11	31,4%
C-Indifferent	10	28,5%
D-Disagree	4	11,4%
E-Strongly disagree	0	0

Table 10: Spelling is important in writing.

Other findings in this research were dealing with the students' viewing of importance of spelling in writing. [31,4%] are agree , [28,5%] for strongly agree and indifferent . [11,4%] are against , and no one are strongly disagree .

### Q14-How often do you use spelling in writing?

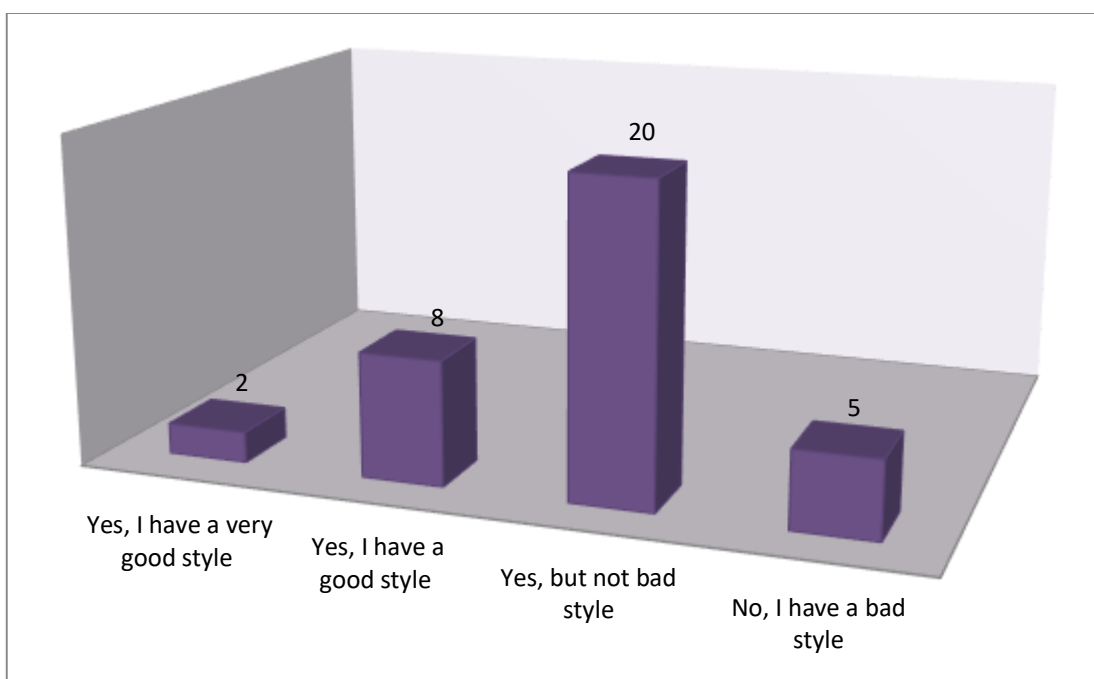


**Figure 9: How often do you use spelling in writing?**

On the basis of the present figure ,which is about students' using of spelling in writing, It is likely to note that [20] students their answers were rarely ,and [10] students specified their answers as sometimes . Whereas [3] students claimed that they never use spelling in writing . Other [2] students are always use spelling in writing .

**\* Good style :**

**Q15-Do you have a good style in writing?**



**Figure 10: Do you have a good style in writing?**

Various answers were given about having a good style. The majority of them [20 students] they have a not bad style , another [8 students] said that they have a good style. While [5 students] have a bad style. Lastly [2 students] stated that they have a very good style.

**\* Editing:**

**Q16-Do you use editing in your piece of writing before you submit your final draft?**

Answer's choice	Responses	Ratio
A-Always	7	20%
B-Sometimes	15	42,8%
C-Rarely	10	28,5%
D-Never	3	8,57%

**Table 11: Do you use editing in your piece of writing before submission?**

Table 10 , which is about using of editing in the piece of writing before submission , indicated that [ 42,8% ] of students use editing sometimes. Whereas [28,5%] they use it rarely, and [20%] of them always use editing . While [8,57%] they never use editing before submission of the final draft.

#### **Section four: How do the Student Think of Mind Mapping as a Tool to Improve their Writing Skills?**

##### **Q1: How do you think of mind mapping as a method used for understanding?**

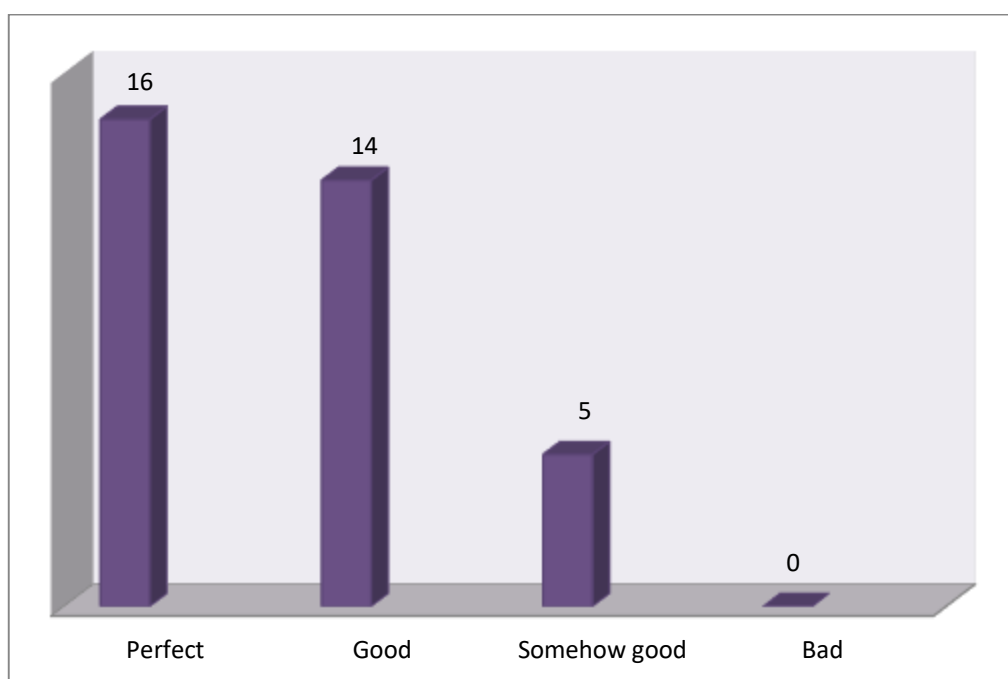


Figure 11: How do you think of mind mapping as a method used for understanding?

As the figure shows , [16] respondents found that mind mapping is a perfect method for understanding. And [14] of them argued that It is a good method, however [5] participants declared that It is somehow good.

#### **Statement 3- You receive a lot of ideas from a mind map**

Answer's choice	Responses	Ratio
A-Strongly agree	6	17,1%
B-Agree	20	57,1%

C-Indifferent	7	20%
D-Disagree	2	5,71%
E-Strongly disagree	0	0

Table 12 : You receive a lot of ideas from a mind map.

Students' opinions about the given statement revealed that [57,1%] are agree , [20%] declared that It is indifferent . Whereas [17,1%] claimed that they are strongly agree, and only [5,71%] are disagree.

**Q3- If your teacher of written expression uses a mind map to illustrate to you the concept of the writing skill, is this more beneficial for you?**

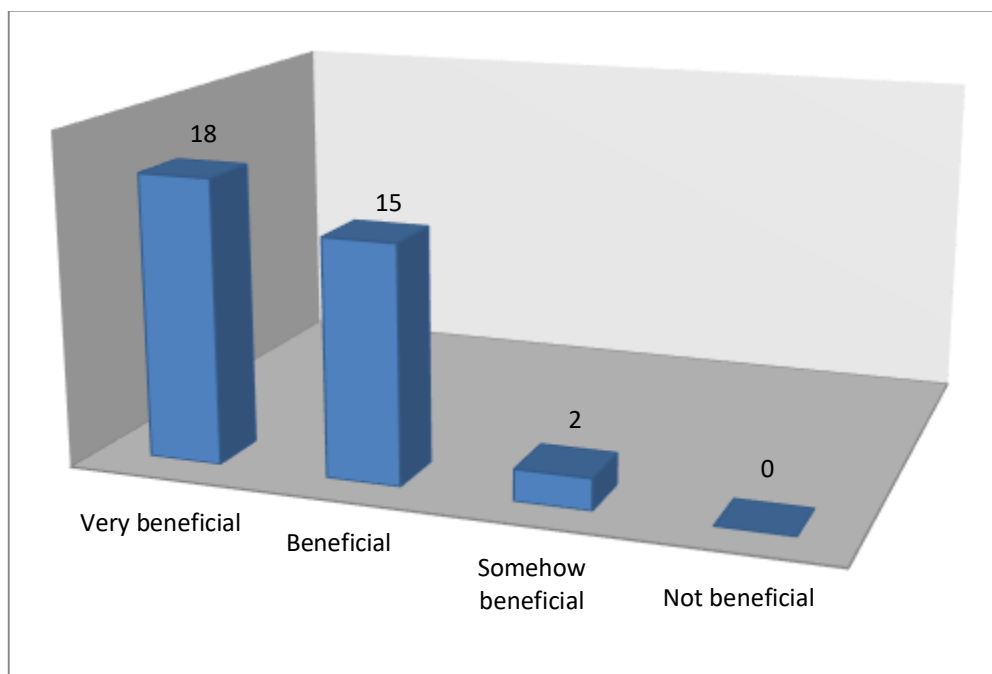


Figure 12: If your teacher of written expression uses a mind map to illustrate to you the concept of the writing skill, is this beneficial for you?

The results of the 3<sup>rd</sup> question show that 18 students [51,4%] of the sample stated that the mind map is very beneficial for illustrating the concept of the writing skill. And 15 students [42,8%] said that It is beneficial. While only 2 students [5,71%] believe that mind map is somehow beneficial.

**Q4- What do you prefer a normal form of lesson or a mind map form of lesson?**

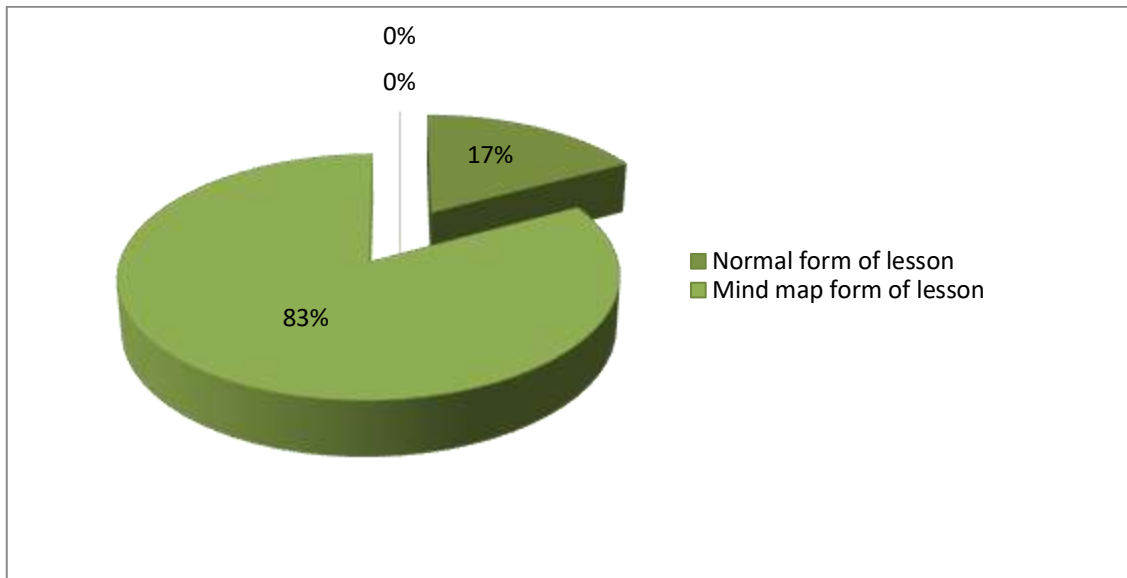


Figure 13 : What do you prefer a normal form of lesson or a mind map form of lesson?

Regarding students' answers , [82,8%] of the respondents preferred a mind map form of lesson , whereas [17,1%] did not.

**Q5- Do you want your teacher to use mind maps instead of lecturing and document lesson paper?**

Answer's choice	Responses	Ratio
A-Mind maps	28	80%
B-Lecturing and document lesson paper	7	20%

Table 13: Do you want your teacher to use mind maps instead of lecturing and document lesson paper?

The rates concerning whether students want the teacher to use mind maps instead of lecturing and document lesson paper show that 28 participants [80%] chose mind maps , while only 7 participants prefer the lecturing and document lesson paper.

## Conclusion

Throughout the made-up analysis from the data gathered from the observation, the classroom activity and the questionnaire ; the students face many problems within the writing skills. These problems are the following:

- Students have capacities to write very well , but they do not believe that they are good writers.
- They are not good enough in punctuation neither in grammar which are considered as writing skills.
- Also the majority of them do not have a good style .

As an alternative solution , we suggest for them mind maps and It was very perfect for them. So they found that mind maps are very beneficial for them to master the writing skills. It has become clear enough that mind mapping has a great impact in developing the writing skills. Therefore student are required to adopt the mind map in the writing process.

# **Chapter Five :**

# **Discussion**

## **Introduction**

This chapter is concerned with the discussion part of the research. It focuses on the discussion of the mentioned hypothesis, to test whether they are correct or wrong . In addition, It covers the implication of the study and suggests practical implications and recommendations for students , teachers and further studies depending on the finding uncovered by the study. And as a final part, It consists of the implications that faced the researchers while gathering data .

## **Discussion of the Hypotheses**

### **Hypothesis One**

The first hypothesis is studied whether Mind mapping develops writing skills or not. The hypothesis was given by researchers was true through the analysis of students' observation and students' questionnaire results , which showed that most of students' writing skills were improved due to the use of mind mapping during the learning process.

### **Hypothesis Two**

The second hypothesis of this study was : EFL students need mind mapping in the sessions of written expression. This hypothesis has been confirmed through the analysis of students' observation and students' questionnaire , which indicates that mind mapping is an essential technique that facilitates students' understanding and decrease students' lacks during a written expression session. So , this hypothesis is validated.

## **Implications**

The findings of this study suggest an effective and successful technique that allows

EFL students at CBU to improve their writing skill. So, the use of mind mapping as a technique is very effective in enhancing learning capacities of the learner in written expression session. The purposes of using mind mapping in written expression's sessions are :

- Mind maps facilitates taking notes for students while learning.
- Mind maps has a limited but significant impact on memory recall .
- Learners tend to learn far better by using mind maps.
- Most students enjoyed mind maps as It contributed to develop their writing ability.
- Mind maps help students to organize their ideas in a hierarchal structure.
- It helped them to produce linked and better connected essays .
- Students understand many topics and they were able to relate ideas effectively.
- Using mind mapping promoted creativity in writing.

### **Limitations of the Study**

This study is limited to students of 2<sup>nd</sup> year LMD at University of El Tarf .It is also limited regarding to the challenges that faced the reaserchers at the time of conducting the research. First of all, the research was conducted in exeptional curcamstances because of the Corona virus panedemic in wich all the universities including El Taref depended on deviding students intou groups and classes. Also, the absenties of the students during this circumstances wich created problems in conducting the questionnaire. Furthermore, the speed of the internet was weak wich made some defficulties in contacting the supervisor.

## **Recommendations for Teachers**

The teacher is one of the decisive figures of success in a lesson, and mind mapping is a revolutionary techniques in a teacher uses in the achievement of teaching process in EFL classroom . So on the basis of the research results , It is necessary to suggest some recommendation for professors in order to involve mind mapping in their teaching methods and to raise students motivation toward writing. These recommendations is listed as follow :

- Teachers have to be motivated and enthusiastic in involving and using mind mapping in teaching their students writing skills.
- Teachers are required to generalize the use of mind mapping technique in teaching writing skills in EFL classrooms.
- Teachers should give students sufficient time and guidance to practice mind mapping and make it regularly .
- Teachers are expected to create an atmosphere that can support student learning conditions, especially in the process of making mind maps.
- Teachers are highly requested to prepare and provide the learners with different types of mind mapping activities during the class to avoid misuse of this technique.
- Teachers need to encourage the students to stop being afraid of the writing process.
- Teachers are asked to use more group work with several activities .
- In order to make the learning progress valuable , teachers should concentrate on the use of self-managing learning techniques so that they can achieve the needed outcomes.

- Teachers should apply the coordination between them and their students to exchange the role from a teacher centered to a learner centered.
  
- Teachers should work also on giving the workshops in the classroom .
  
- Teachers should use several kinds of teaching strategies like videos , images or anything else would encourage the students.
  
- Adopting mind mapping allows the teachers to manage, and conduct their courses and classes in a short time.
  
- Mind mapping is simple , fun and arousing creativity that is why It is recommended for teachers to apply It in their classes.

### **Recommendations for Students**

Based on the findings of this study , some students faced obstacles that made it difficult for them to develop their writing skills , but with the use of mind map the process of learning and developing writing skills became easy . So , there are some steps that are recommended while using mind maps . These procedures are directed to students to become familiar with the use of mind maps before the writing process. These procedures are the following :

- Awakening the students' awareness and attract their attention is a necessity to make them engage in the learning process , through the use of some useful techniques and approaches so as to prepare them for well understanding , overcome problems and explore approaches that would improve their writing skills in the implementation of mind maps.
  
- Students should know what is the purpose behind using a mind map , and they should realize how to use it because they cannot use It randomly .

- Students ought to be self-confident that they can do better than they imagine , this is positive feeling should be highlighted while using a mind map to encourage students to produce a creative piece of writing.
  
- By using a mind mapping , students should be able to acquire more new thinking strategies which allow them to gain effective planning , memorizing and brainstorming .
  
- Students need to practise more and more mind mapping activities in order to achieve proficiency, and gain experiences to deal with different types of writing .

Finally , the main purpose of these recommendations is to enable students to enhance their writing performance and to master mind mapping strategies . So , the students can unleash their mental capacities and learn how to organize and manipulate variant ideas .

### **Recommendations for Future Studies**

The students' questionnaire and students' observation were great opportunities to explore the students' attitude toward the use of mind mapping in their writing contexts.

The positive or negative attitude of the students is important to understand their effects on their writing success, and on their academic success generally .

The positive reaction and the surprising results of the students toward the applications of mind mapping technique is considered as a challenge either for students , teachers and for the learning process. Therefore, more studies are required on the effectiveness of mind mapping as a technique to enhance EFL students' writing skills, also future studies are required to incite and shed the light on the importance of mind mapping in facilitating both the learning and the teaching process. On this account, curriculum

developers and textbook writers may incorporate teaching strategies that can help students in writing by using mind mapping to develop their creative product in writing.

Future research may be undertaken on the identification of different applications and procedures of mind mapping. Future studies can also be done on the introduction of the relationship between mind mapping and the process of thinking, as they are both mental processes and the both are using in the writing process.

## **Conclusion**

This research is a definition of what mind maps are. Why did we link It in this study to writing skill? The main reason behind linking these two concepts is that mental maps have a positive effect on students' writing productivity. After we searched for the most important problems facing the student while writing, there was a need for a technique that increases focus, comprehension and creativity at the same time. With the technological development, mind mapping is not only limited to drawing by hand, but there are digital applications that help us draw mental maps with the best designs. The search tools used are: students' questionnaire and students' observation. Students' questionnaire is used to see how the students interact with the using of mind maps .And students ' observation is used to see if students will accept a mind map or not in awritten expression session.

This study revealed that students recognize the importance of mind maps as an educational tool during the writing class. The results of the participants' observation showed that the students interacted positively with the use of mind maps, and they became more active and more attentive than before. As for the results of the questionnaire, it was shown that the students lack self-confidence so that they do not see that they have the skill of writing. As for their written product, it lacks quality in the use of some writing skills; Like punctuation, grammar and good style.

In the hope of attracting students and teachers to use mind maps, this research provides useful recommendations for solving students' problems while writing, which may lead to the development of their writing skills. The results of this study can be generalized to all other Algerian universities. However, it is recommended to conduct more studies because students' problems while writing may not be the same in all universities .

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# **APPENDICES**

## Students' Questionnaire

**Dear students,**

This questionnaire is a part of our research work to search on how mind mapping develops writing skills for students. You are kindly requested to answer the following questions. Please, tick (✓) the appropriate box (or boxes), and make full statements whenever necessary. Your answers will be worthwhile for the completion of this research work.

**You are greatly appreciated for your contribution**

**Rahal Abir MA2 Student**

**Chenouga Rokaya MA2 Student**

**Bougenna Marouane MA2 Student**

**University of Chadli Bendjedid El- Tarf, Department of English**

### **Section one: General Information**

1. Age:

**A-18-24**

**B-24-29**

**C-More than 29 years old.**

2. Gender:

**A- Male**

**B- Female**

### **Section Two: Attitudes towards writing**

1. Do you enjoy writing ?

**A- Yes**

**B- No**

**\*if your is 'No',then justify why?.....**

.....

2. In general, do you trust yourself as a person who can have good words and ideas and perceptions?

A- Always

B- Sometimes

C- Rarely

D- Never

3. Do you have the writing skill ?

A- Yes

B- No

\*If your answer is "No", then justify why?.....

.....

### Section three: How do the students deal with the writing skills?

#### \*Audience

1 .While you are writing your piece of writing , are you thinking of the reader if He or She will understand your piece of writing ?

A- Yes

B- No

2.How do you consider the reader as a purpose of writing or as a problem because you do not know who you are supposed to write for ?

A- A purpose of writing

B- A problem

#### \*Form

3. Do you take in consideration the form of your piece of writing while you are writing your final draft?

A- Always  Rarely

B- Sometimes  D- Never

4. Do you have the competence of organizing a well formed piece of writing?

A- Yes

B- No

**\* If your answer is “No”, then justify why.....**  
.....

**\*Generating ideas:**

5. On any topic, can you generate lot of words ?

**A- Yes , quickly and freely**  **Yes, but somehow**

**C-No, I have problem of being stuck**

6. Again , on any topic,can you come up with ideas on insights you would not thought of before?

**A- Always**  **B-Sometimes**  **C-Rarely**  **D-Never**

**\*Takingnotes**

7. Are you taking notes before you start writing ?

**A- Always**

**B- Sometimes**

**C- Rarely**

**D- Never**

8.Are you considering taking notes as important step before you write ?

**A-Yes**

**B-No**

**\* If your answer is “ No” , then justify why ?.....**  
.....

**\* Punctuation**

9- Do are taking in consideration punctuation while you are writing your final draft ?

**A- Yes**

**B- No**

**\*If your answer is “ No” ,then justify why?.....**  
.....

10-Are you perfectly organize the punctuation on your final draft ?

A-Absolutely yes  B- Somehow  C- No

\* If your answer is “No” , then justify why?.....

\*Grammar

Statement 1- Grammar is important.

A- Strongly agree

B- Agree

C- Indifferent

D- Disagree

E- Strongly disagree

12-How much of percent that illustrates your writing without grammar mistakes?

A- 100%

B- 80%

C- 50%

D- 20%

E- 0%

\* Spelling

Statement 2- Spelling is important in writing .

A- Strongly agree

B- Agree

C- Indifferent

D- Disagree

E- Strongly disagree

14- How often do you use spelling in writing ?

A- Always

B- Sometimes

C- Rarely

D- Never

\* Goodstyle

15- Do you have a good style in writing ?

A- Yes, I have a very good style

B- Yes, I have a good style

C- Yes, but not bad style

D- No, I have a bad style

\* Editing

16- Do you use editing in your piece of writing before you submit your final draft ?

A- Always  B- Sometimes  C- Rarely  D- Never

**Section four : How do the students think of mind mapping as a tool to improve their writing skills ?**

1- How do you think of mind mapping as a method used for understanding ?

A- Perfect

B- Good

C- Somehow good

D- Bad

Statement 3- I receive a lot of ideas from a mind map .

A- Strongly agree

B- Agree

C- Indifferent

D- Disagree

E- Strongly disagree

3- If your teacher of written expression uses a mind map to illustrate to you the concept of writing skill , is this more beneficial for you ?

A- Very beneficial  B- Beneficial  C- Somehow beneficial

D-Not beneficial

4-What do you prefer a normal form of lesson or mind map form of lesson ?

**A-Normal form of lesson**

**B- Mind map form of lesson**

5-Do you want your teacher to use mind maps instead of lecturing and document lesson paper ?

**A- Mind maps**

**B- Lecturing and Document lesson paper**

## The Mind Map that is used in Students' Observation



Mind map's title : Writing an essay( take it from the book of "The Ultimate book of Tony Buzan)

## OBSERVATION SHEET

Observation sheet on Exploring the Impact of Mind Mapping to Enhance the

### Writing Skills in a written expression session

Observer :

Class :

Date :

Time :

#### 1- Analysis of the classroom , lecturer , and students.

No	Observation	Note
A	<b>A- Classroom Observation</b>  1- The classroom is clean and tidy  2- The classroom is comfortable  3- Complete learning media are provided	
B	<b>B- Lecturer Observation</b>  1- The lecturer opens the lesson  2- The lecturer's voice is clear  3- The lecturer gives questions to the students  4- The lecturer gives feedback and evaluations  which are beneficial for the students'  learning motivations	

<p><b>C</b></p>	<p><b>C- Student observation</b></p> <ol style="list-style-type: none"> <li>1- The students enjoy the implementation of mind mapping</li> <li>2- The students became more activate in class after the implementation of mind mapping</li> <li>3- The students look bored in the implementation of mind mapping</li> <li>4- The students pay attention to the lecturer command</li> <li>5- Students are understanding the input that are designing in the mind map , and they are giving an output to the teacher</li> <li>6- How much time the students take to give an output about the given mind map ?</li> <li>7- How many students give an output about the given mind map ?</li> </ol> <p>- Are all the class give an output?</p>	
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# Classroom Activity

## Mind Mapping Resource



### Sun Diagram

- Write a brief title in the centre circle, then writing along the 8 lines, fill in the diagram with any idea whether big or small that can help with your topic.
- Do not dismiss any ideas just write them down for now – you're going to evaluate them later.

