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**Teachers' and Learners' Views about the use of Mind Mapping  
Technique in Writing : The Case of Third Year Students at the  
Department of English at M'sila University**

*A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master in Linguistics*

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## ***Dedication***

*With Allah's help, we have achieved this work, all the praise is due to **Allah** alone.*

*I dedicate this work:*

*To **my father** and **my mother** for their love, support, and the trust they made on my capacities and me.*

*To my dear brother **Samir** who helped me in all possible ways, may god bless you.*

*To my brother **Hacen** and my sisters; **Ratiba**, **Abir**, and **Ikram**.*

*To all who love me.*

*Sahraoui*

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***Houssam**.*

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*To all my family, friends, and who love me.*

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and evaluate our work.*

## **Abstract**

Multiple techniques have been used in order to enhance students' achievement in their writing. However, some worked and some did not work, among them Mind Mapping Technique. The main purpose of this study is to explore students' perceptions of using mind mapping as a visual learning tool in writing, and teachers' perceptions of using mind mapping as well but as an instructional tool in teaching writing in the department of English in M'sila University. To ensure credibility, mixed method was employed. Specifically, this research used questionnaire for EFL second year students and interview for written expression teachers. The collected data revealed that the majority of students perceived that mind mapping is an effective technique which helped them remember, organize, and develop their ideas, beside that, it motivated them to write. While for teachers, mind mapping is an enhancing, motivating, enjoyable, and applicable technique in the learning and teaching environment. Accordingly, by using mind mapping technique, students will be more active and get involved in the learning activities where teachers can recognize each student's interests and needs, so, they can help them enhance their writing achievement.

## **List of Abbreviations**

**EFL** : English as a Foreign Language

**Q** : Question

**R1** : Respondent 1

**R2** : Respondent 2

**R3** : Respondent 3

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الملخص

## General Introduction

Language is a fundamental communicative tool in human life because with language one can express his feelings, thoughts, and opinions whether when speaking or writing. In language learning, writing has been widely considered as a crucially principal skill in both teaching and learning of English language. According to Harmer (1998), writing is important because it is a principal language skill that learner should master. Suleiman (2000, p. 155 in Abedin et al, 2013) added that “writing is a central element of language”. Beside that, it is regarded as a permanent documentation of human interaction, as it helps learners to recognize what is unknown, what is known, and what should be known.

However, despite the attention given to writing, learners still have problems in writing and find it difficult to write because they are expected to write different genres whether expositions, descriptive, reports, or narratives where they have to produce a well organized readable text. Moreover, writing demands employing multiple cognitive and linguistic strategies where learners are confused and uncertain which one should be used. Accordingly, learners need an effective technique to help them learn writing and develop their ideas in learning writing. Henceforth, teachers should look for and apply an appropriate technique to make the writing task easy such as mind mapping.

Recently, there have been a load of studies that focused on the use of mind mapping technique in writing. According to Tony Buzan (2006), mind mapping includes writing down the main idea and then writing the related sub-ideas from the center. Researchers found that there are a lot of advantages concerning the use of this technique. Badang and Guring proved that mind-mapping strategy could enhance the achievement of the learners in writing and it helps in teaching writing as well (2014).

A study done by Naqbi (2011) in which she used classroom-based action research in order to get data from a grade female group (11) for L2 English learners in the age of 16 and 17 years old in the UEA school, it was argued that mind mapping is a powerful tool which helps students to organize and develop their ideas and thoughts.

Moreover, Zaid (1995) argued that mind mapping is considered as an outline to writing short essays and he added that mind mapping stimulates the learner to talk, listen, and write. Additionally, Meyer (1995) found that mind mapping helps learners to think creatively, associate ideas, and make connections as well (2007). Also, mind mapping technique is a powerful tool to enhance students' ability to visualize, generate, and organize ideas (AL-Jarf, 2009). Furthermore, Yunus (2016) found that the majority of student responded positively with using mind mapping in their MUTE writing.

Another study done by Bharambe (2012) in which he stated that mind mapping provides the learner a useful focus to organize their ideas and thoughts to present clear and attractive information. However, even with the presented researches about the advantages of using the mind mapping technique, this technique has been considered useless by some writers because it could be time-consuming for both teachers to present and students to perceive, especially the students who do not have an experience or are not creative.

In the light of the literature discussed above, while some researchers have argued for the usefulness of mind mapping technique in writing and others stated its disadvantages, a background about its use by third year students at the English department of M'sila University has not been clearly defined.

## **1. Statement of the problem:**

Writing has a major role in learning English as a foreign language. However, it is the most difficult skill to be acquired or taught. Therefore, Mind mapping technique was used because it may facilitate and enhance the writing process. Thus, there is a need to explore the teachers and learners views' about using mind mapping technique in writing in M'sila University.

## **2. Purpose of the Study:**

The study aims:

- To find out the students' perception towards using mind mapping technique in writing.
- To look for the teachers' perception towards using mind mapping technique in writing.
- To find out how mind mapping technique is used in third year classes of M'sila university.

## **3. Research Questions:**

In the light of the reviewed literature, the present conduct seeks to find answers to the following questions:

- What is the students' perception towards using mind mapping technique in writing?
- What is the teachers' perception towards using mind mapping technique in writing?
- How is mind mapping technique used in third year classes of M'sila university?

#### **4. Hypothesis:**

In the light of the aforementioned questions, it is hypothesized that both students and teachers perceive the mind mapping technique as a useful and an important writing technique that they use to a considerable extent in their classes.

#### **5. Research methodology:**

This section is devoted for the research method of the present study, including all the research type, the sample taking part in this study, and research instrument.

##### **5.1. Research Method:**

An exploratory study is conducted in this research paper because it is the appropriate way for finding answers to the questions and verifying the hypothesis.

##### **5.2. Sample of the Study:**

The population taking part in this study is third year EFL students in the English Department at University of Mohamed Boudiaf, M'sila. In general terms, it consists of 150 students divided into 04 groups with an average of 30 to 31 students in each group; from this population 02 groups are selected randomly to be the sample of the present study. Additionally, 04 teachers of writing, from the same department, are opted to answer the interview questions.

##### **5.3. Data Gathering Tools:**

In an attempt to ensure validity and reliability of the obtained data, an interview and a questionnaire would be employed.

On one hand, questionnaire would be designed and administered to students. On the other hand, interviews would be conducted with teachers of writing. Hopefully, the

aforementioned data collecting instruments will help in obtaining sustainable results and, thus, verifying our hypothesis and answering our research questions.

## **6. Significance of the Study:**

The present study would be a contribution to the learners in the writing process because learners' perceptions towards classroom activities or teacher-student interactions can influence the teachers' decisions to modify and employ different techniques and methods in the classroom. Hence, this study seeks to identify the learners' attitude towards writing and using mind mapping technique in their writing and explore its potential to enhance the learners' writing achievement. Moreover, it attempts to know the teachers' views about the use of mind mapping technique in teaching writing and whether it suits both the teaching and the learning process in order to enhance learning and teaching and motivate learners to be more productive and more creative. Thus, for this reason, this topic of investigation would be conducted as an attempt to investigate the teachers and learners' views about using mind mapping technique in writing.

## **7. Structure of the dissertation:**

The present dissertation falls into three chapters. In the first chapter it is attempted to provide an overview on writing and its basics related to its components, approaches of teaching writing, the used methods to score students' compositions, the writing difficulties, and the role of writing in EFL classroom. While the second chapter is dedicated to mind mapping, the way it is used, its structure and characteristics, and its uses in writing. Whereas, the third chapter sets the research methods and provides a detailed data analysis obtained from the gathering tools in focus. Within this part, some suggestions and recommendations would be provided for EFL teachers concerning the implementation of this technique (mind mapping) at the university of M'sila.

# **CHAPTER ONE : AN OVERVIEW ABOUT WRITING SKILL**

## **Introduction**

This chapter sheds light on a solid theoretical basic of writing since it is the most sophisticated skill and because it has an outstanding position in EFL teaching and learning. It also presents the reader with the multiple definitions provided by different writing scholars, the components of writing, as well as the approaches of writing, and also the different stages of writing. Then, it deals with the methods of scoring students' compositions. As it explores the writing difficulties that students suffer from. Finally yet importantly, it includes the role of writing in EFL classroom.

## **1. Previous Researches on Cognitive Writing Processes:**

The previous researches about the cognitive nature of producing a text have revealed that writing is a process. In this process, writers use a set of mental mechanisms that interact in order to process knowledge when they try to find answers to internal constraints that is the processing ability of the memory, and to external constraints to obtain a certain goal. According to Reid (1993, p. 10) "the writing situation puts ...psychological, as well as, rhetorical, constraints on the writer".

Researchers have intended to provide a full understanding of the internal constraints and of the differences between good and bad writers. They have used case study in order to collect their data where they observed carefully the individuals or small groups of writers. Mischel (1974), Emig (1971), Pianko (1979), Matsushashi (1981), Flower and Hayes (1980), and Bereiter and Scardamalia (1982) (as cited in Hillocks, 1986), among others, have been interested in the writing departments of students in post-secondary classes. In addition, they

have examined the process of writing of experienced adult writers instead of those of inexperienced ones.

These researchers have widely used the "compose aloud" or "think-aloud" protocol analyses in order to penetrate the mind of the writers while composing. This technique helps the researchers to follow the mental activity and decision making processes of writers when planning and composing their texts. Furthermore, the protocol technique allows displaying loudly the writers thinking in which the writers tell about all the decisions and the steps they are making through the composing activity.

Although, the protocol method has been considerably criticized. Kellogg (1994) claimed that "one of the biggest drawbacks in this method is the intrusion problem" because researchers ask writers to explain loudly the multiple stages of their composing activity while managing them efficiently. In fact, this double cognitive constraint prevents them to manage the writing task in an effective way. Moreover, there is no real evidence of what goes inside the writers' mind when they are composing. Hence, researchers exclusively rely on their intuitions.

In spite of the limitations of this technique, the protocol method has revealed that the writing process is a set of combined non-linear steps to realize a final product. Precisely, Emig 1971(as cited in Hillocks, 1986) and Sommers 1980(as cited in Reid, 1993) noticed that writers do not inevitably use the planning, drafting, and reviewing stage. Instead, they write recursively since they go back to what they have already written to re-read, add, and adjust information before they continue the writing task. Also, Pianko 1979(as cited in Hillocks, 1986) has concluded the same idea and she insisted on the fact that her subjects of her experiment could not have the correct picture of what they want to write unless they started composing.

The protocol method has showed as well some differences between inexperienced and experienced writers. According to Scardamalia (1981, p. 88, as cited in Hillocks, 1986, p. 34), for the inexperienced writers, “staying on the topic[is]an achievement in itself ”. Indeed, this difference refers to the strategies that mature writers use in order to develop their writing. In detail, the mature writers emphasize on the “means-end” strategy while inexperienced writers use the “what is next” strategy. The “what is next” strategy displays a structure in paper that is similar to that of conversations. Thus, every sentence initiates the following. Beside that, the writers just add and connect items to each other regardless to the text as whole. Hence, their papers have no controlling purpose. In contrast, in the “means-end” strategy, the writers tend to keep all the discourse constituents that reflect one restricted purpose in their papers.

## **2. Writing Definition:**

Years ago, the initial provided definition for writing was the use of graphs and symbols for the sake of recording speech. Hence, A proficient writer was the person who had beautiful clear handwriting as described by Castairs (1816, p. 12):

When writing is well performed, it gives a beautiful and pleasing effect to the eye and improbably may not be considered in two respects, as it proceeds from the eye and the hand; from the one we have size and proportions, from the other boldness and freedom.

According to Smith (1994), writing comprises of words, these words are combined together orderly to form sentences, these sentences are combined together as well to form a coherent paragraphs. In that case, the reader can follow the thought without difficulty in a text. That is, a fundamental logic and a consistency should exist in the text. Similarly, Byrne (1991, p. 01) claimed that writing is “the act of forming these symbols: making marks on a flat

surface of some kind". Whereas, Crystal (2006, p. 257) emphasized that "writing is a way of communicating which uses system of visual marks made on some kind of surface. It is one kind of graphic expression". While for Bloomfield, he said that "writing is not language, but merely a way of recording language by means of visible marks" (Bloomfield, cited in Crystal, 1994, p. 178).

However, the meaning of writing is not limited to the boundaries of visual marks or graphic symbols. Nevertheless, the symbols have to be organized according to some rules and conventions in order to form words, then the latter have to be arranged to form sentences which are arranged in a particular manner to get a whole unified text which communicates a message and expresses our thoughts. For that, Hyland (2003) defines writing as "marks on page or screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules" (p.3).

Although the general definitions of writing include the use of graphic symbols, students should bring much more to the task of writing than the use of graphic codes for expressing meaning. White and Arndt (1991) described that "writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time" (p.3). In other words, Writing is a mental-effort demanding and thus, a time consuming one. Along similar lines, Lado (1983) indicated that "we mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing" (p. 248). That is to say, writing implies the ability of manipulating structures, vocabulary, and their conventional representations. As a result of that, student writers should practice recursively to make use of their writing and develop their creativity because it is neither innate nor a natural process. In like manner, Ouskourt (2008)

said that “since this skill is not inborn, one should practice it a lot to learn it and become a good writer” (p. 13).

Moreover, writing in a broad sense is defined “not only putting one’s thoughts to papers as they occur, but actually using writing to create a new knowledge” (Weigle, 2002, p. 32-33), and he added that it is “encoding internal representation (ideas) into written text” (ibid, p. 36). Additionally, Brookes and Grundy observed writing as “composing (writing) as a skill enabling us to say what we wish to for which some language is required” (1998, p. 11).

In a narrow sense, writing has multiple definitions. In the process approach, it is viewed as “ non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning”(Zamel, 1983, p. 165, cited in Hyland, 2003, p. 11). In addition to that, it is a discovery process, which is based on complicated, recursive, and creative procedure (Flower and Hayes, 1980; Tayler, 1981; and Silva, 1990). While in English for Academic Purposes, it means “the production of prose that will be acceptable at an American academic institution, and learning to write is part of becoming socialized to the academic” (Silva, 1990, p. 17). Moreover, writing implies “the complex ability to write from other texts, to summarize, to disambiguate key notions and useful facts and incorporate them in one’s own writing, to react critically to prose” (Rose, 1983, p. 119). That is, the student extracts and clarifies the key and basic ideas in order to insert them in his production.

On the other hand, writing in the product approach is “a creative discovery procedure characterized by the dynamic interplay of content and language: the use of language to explore beyond the known content” (Taylor, 1981, p. 6). In current discourse, it means “the ability to diverse audiences in order to accomplish diverse purposes” (Odell and Cooper, 1980, p. 40).

Generally speaking, writing can be defined as a process in which the writer communicates with the language by expressing ideas through graphic representations with respecting its rules and conventions in order to convince and to arouse feelings clearly and precisely.

### **3. Components of Writing:**

Writing involves four different elements that are: notation, spelling, writing practice, and composing activity where the students make use of the language elements.

Notation is an act where an abbreviated expressions, symbols, or graphic representations are jotted down to express something. In like manner, writing is the concrete expression of abstract notions. In fact, before writing, writers think of what to write, thus, they should know how to organize their thinking, and if they can organize their thoughts as the native speakers do, they will be able to write properly.

Many teachers consider spelling when they are evaluating their students. As a result of that, students have to take it into account when they write. Besides that, they should know also, how to manipulate the parts of speech of the language structures and its rhetorical devices because it is what writing requires. According to Brooks and Penn “for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation”(1970, p. 20). In that, students should display the use of lexical items and structures to have a particular tone in their writing.

Moreover, in order to reflect a good mastery of the language, students need to practice through grammatical and lexical activities so they can manage their ideas and address them

concisely, clearly, and understandably, because when they practice the different rules and what they have learnt, they will learn how to compose.

Traditionally, the most significant aspect in composing was the grammatical accuracy. Now, after the process approach emergence, the stages of pre-writing of this approach that students follow are the most significant steps in the writing process. Bell and Burnaby (1984) explained:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (As cited in Nunan, 1989, p. 36)

That is to say, in order to make up writing at the sentence and discourse level, students must acquire, understand, and master all the writing aspects. However, because writing is a complex skill to acquire, many students could never fully achieve its aspects even in their first language (L1).

According to Rivers (1978) “to write so that one is really communicating a message isolated in place and time, is an art requires consciously direct effort and deliberate choice in language” (p. 263). Hence, writing is a medium of communicating messages that requires a proper thinking and appropriate use of words.

Moreover, since students have to communicate their ideas fluently, clearly, and effectively, they have to consider their knowledge, abilities and the needs of their audience.

Raimes (1983, p. 10) argued that:

A student who is given the time for the process to work, a long with appropriate feedback from the readers such as the teacher or other students, will discover new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft.

Correspondingly, they have to know the styles and the formats of the different writing purposes so they can choose the appropriate lexical and grammatical words which reflect their purposes, Heaton (1994, p. 138) stressed four aspects:

1. Grammatical Skills: the ability to write correct sentences.
2. Stylistic Skills: the ability to manipulate sentences and use language effectively.
3. Mechanical Skills: the ability to use correctly these conventions peculiar to the written language, for example punctuation, spelling.
4. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Of course, developing the mechanical orthographic skills is important in writing but students need also to master the cognitive and the special relations. Kress (1989) highlighted it as follow: “Command of social and political areas. the person who commands both the forms of writing and speech is therefore constructed in a fundamentally different way from the person who commands the forms of speech” (p. 46).

#### **4. Approaches to Teaching Writing:**

Before the 1960's, writing was neglected because theorists at that time argued that language is "primarily what is spoken and only secondarily what is written" (Brooks & Richards, 1964, p.49). That is, they did not give much attention to writing because for them speech is more important.

After the 1960's, writing gained the consideration that it deserves and it was central to language learning due to the academic purposes. Nevertheless, writing is the most difficult skill to be taught or learned whether for native or non-native speakers. In that, Richards and Renandya (2002) asserted, "there is no doubt that writing is the most difficult skill for L2 students to master" (p. 303). Consequently, ESL and EFL theorists, teachers, and researchers were looking for the most effective theories, models, and approaches to develop practice in writing skills and to explain writing for better teaching and learning.

The teaching approaches in English developed countries influenced the pedagogies and teaching approaches in non-English dominant ones (Li, 2000). Hence, "ESL writers who are ready to compose and express their ideas use strategies similar to those of native speakers of English" (Zamel, 1985, p. 32). Indeed, multiple researches and theories from various geographical setting have contributed in the development of these approaches. Some researchers like Raimes (1991) described them as successive approaches with one arising from the other, and one replacing the other. While, Hyland (2003) and Harmer (2004) believed that these approaches are overlapped and completing each other and together they represent the conformed means to understand the real complexity of writing.

According to Johns (1990), each approach of teaching writing should consider the basic elements of writing which are: the writer, the audience, reality and truth, and the text. In spite

of that, each approach actually stresses different aspects. Thus, applying one approach or another depends on the teaching and learning purposes.

#### **4.1. The Controlled to Free-approach:**

In the 1950's and early 1960's, the audio-lingual approach controlled second and foreign language learning and teaching. Theorists of this approach have focused only on speech and the mastery of both grammar and syntactic form. Beside that, students write just the grammar activities. For that, Raimes (1983) claimed that this approach focuses on three aspects: grammar, syntax, and mechanics. Similarly, Leki (1991) stated that "the writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned" (p. 8). In fact, the controlled to free approach is sequential because students do some sentence exercises then they have paragraphs in order to manipulate them grammatically or copy them thus they focus on accuracy. After that, they do controlled composition which is a kind of exercise that reinforces the students to write. Here, the teacher helps his students in order to correct their mistakes and when they achieve a proficiency level, they write free compositions.

#### **4.2. The Free-writing approach:**

This approach focuses on the quantity rather than quality of writing. In other words, what matters, is the content and the fluency not the form. Beside that, it focuses on the intermediate level students, and if students can express well-organized, accurate, and grammatical ideas, the rest will gradually come after. In addition to that, since it is a free writing this means that the students write about subjects that are interested in, henceforth, those subjects are the most emphasized tasks. Consequently, audience and content are one of the main concerns for this approach (Raimes, 1983).

In contrast to the controlled to free approach, the teacher reads only aloud the pieces of writing and if possible he gives some comments but without any correction.

### **4.3. The Paragraph Pattern approach:**

Paragraphs, sentences, coherence, and cohesion are the basis in this approach. As a result, it focuses on the organization of the language instead of fluency of content or accuracy of grammar. Here, teachers give students shuffled sentences in order to order them to make a coherent paragraph. Then, they extract the topic sentence after determining the general statements. That is to say, students copy paragraphs, analyze the form of model paragraphs, and initiate model passages as well.

Hence, the difficult task for the teacher here is to make sure that the student's ideas and content are not misled in an obsessive pursuit of the correct form.

### **4.4. The Grammar-Syntax-Organization approach:**

This approach, as its name indicates, emphasizes on organization along with grammar and syntax. Ur claimed, "grammar, then, may furnish the basic for a set of classroom activities during which it becomes temporarily the main learning objective" (1998, p. 5). Similarly, Raimes explained that "certain methods of development requires certain structures, e.g., a comparison\_ contrast task will make the use of comparative and superlative forms necessary, likewise in chronological narration, past tenses and in spatial order, prepositions of place" (1981, p. 5). In fact, when students do their activities they need to follow some steps like: choosing the appropriate vocabulary and the instrumental forms of the verbs in which they organize their ideas chronologically, once they organize them they should use sequence words like: first, then, and finally.

Generally speaking, in this approach, students understand the connection and the relation between what they are trying to write and the forms in which they need to write.

#### **4.5. The Communicative approach:**

The communicative approach emphasizes on the product and the purpose of writing. According to Harris (1993), the purpose refers to the writer intention whether for instructions, entertainment, persuasion, explanation, or information.

The goal in this approach is extending the readership to other students from the same classroom in order to respond, summarize, or write again in another form. However, the piece of writing should not be corrected. Henceforth, the purpose of writing is generally to communicate with the reader (Grabe & Kaplan, 1996). That is to say, writing is communicating a message with an intended purpose and audience.

#### **4.6. The Product approach:**

It is also called text-focused approach, it came from “the marriage of structural linguistics and behaviorist learning theories of second language teaching” (Hyland, 2003, p. 3). Nunan (1991) indicated that “a product oriented approach, as the title indicates, focuses on the end result of the learning process, what is that the learner is expected to be able to do as a fluent and component user of the language” (p. 86). So that, this approach focuses on the final product. Along similar lines, Young (1978, in Albeshier, 2012, p. 11) defined it as “ the emphasis on the composed product rather than the composing process; the analysis of discourse into words, sentences, and paragraphs; the strong concern with usage (syntax, spelling, punctuation) and with style (economy, clarity, emphasis); and so on”. That is, the aim of this approach is to achieve pre-determined objectives that are language fluency and

accuracy at the writer expense. Additionally, Nunan (1989) claimed that this approach focuses more on both the form and the grammatical accuracy of the composition. In details, accuracy refers to the use of grammar, vocabulary, phonology, and to which extent this is error-free (Parrott, 1993).

In fact, the activities are based on transcription and imitation where students copy and carry out sentence enlargement from cue words as they include sentences and paragraphs from models of diverse sorts. To clarify, the product approach involves four basic phases. *Familization*, in which students are given exercises which include relevant features of the studies model: spelling, punctuation, vocabulary, and rhetoric conventions in order to check comprehension when they accomplish sets and append logical connectors. In support of this view, Picas affirmed that “familiarization means preparing students for actual writing by demonstrating one or other of the skills that are to be practiced” (1982, p. 78 in Badger and White, 2000). *Controlled Writing* and *Guided Writing* phase; students in *the free writing* phase, try to write by using their own words similar texts to the one of the teacher (Badger & White, 2000). That is, students in this stage write parallel text to the one presented by their teacher. In this case, the teacher stresses on the product, its clarity, originality, and correctness when he evaluates them. According to Kroll (1991, p. 246), the main steps of this approach are as follows:

- The students are taught to write according to “fairly rigidly defined principles of rhetoric and organization which are presented as “rules” for writing.
- The teacher gives “a reading text for classroom discussion, analysis, and interpretation (preferably a work of literature).
- The teacher requires “a writing assignment (accompanied by an outline) based on the text”.

- The teacher reads, makes comments, and criticizes the papers of the students before beginning the next lecture.

Mitchell and Taylor (1979) believed that “in the product model, good writing means lack of comma splices and fragments, formal case-marking for pronouns, complicated sentence structure-or simple sentence structure, and more importantly, absence of errors” (p. 258). Thus, the product approach considers these features to have a high quality of piece of writing.

Despite of its benefits, the product approach was criticized. In that, Hyland (2003, p. 12) stated that it was not sure that “error correction and grammar teaching” could effectively help learners to improve their writing. In addition, it ignores the writer role as a producer, his thoughts and purposes; as well as the various phases and the psychological implications of the writing process. Hence, it “engenders complacency, fails to acknowledge the complexity of the writing process, and leaves no room for a critical examination of ideas” (Yarnoff, 1980 cited in Spack, 1984, p. 654). Likewise, for Escholz (1980), who maintained that in the product approach, students use similar plan in different settings as they apply the same form where they are inhibited instead of being liberated and empowered.

#### **4.7. The process approach:**

In the mid of 1960’s, the process approach appeared because the product approach was rejected (Kelly& Graham, 1998; Nunan, 1989; Leki, 1991). It has derived from the cognitivism and expressivism theory where it focuses on the cognitive and mental processes of writing and on the students’ abilities. According to Brookes and Grundy (1998), writing is “recursive non-linear” (p. 9). Hence, it is recursive instead of being linear process because it emphasizes on teaching writing through process of cyclical stages (Belinda, 2006 cited in Albsher, 2012). In that, Weir (1993) stated:

A current concern in writing theory and practice is with the new pedagogical orthodoxy of process writing where the main interest is in what writers do when they write. This approach sees writing as an exploratory generative collaborative process rather than a linear route to a pre-determinate product. (p. 130)

To clarify, this approach shifted to focus on the writer and the stages of writing he goes through and the collaborative and recurrent nature of writing. Similarly, Badger and White explained that “writing in process approaches is seen as predominantly to do with the linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure” (2000, p. 154). In other words, the process approach focuses as well on the linguistic competence which includes the writing stages. Likewise, Nunan (1989) asserted that: “those who advocate a process approach to writing see the act of composing from a very different perspective, focusing as much on the means whereby the completed text was created as on the end product itself. In order to find out more about how writers arrive at their final product, researchers’ studied writers as they went about their work” (p. 36). Thus, this approach looks how writing progresses in order to gain meaning in students work as well as considering the content of the text instead of the form. Consequently, Almost all definitions to the process approach highlight the priority of the writing stages in relation to the accurate final product, and to the basic pedagogical methods used in process approach as Hyland (2003) claimed brainstorming, planning, multiple drafts, peer collaboration ...etc.

In fact, process approach, in contrast to Current-Traditional Rhetoric, has no predetermined plan. Instead, it generates its own form and meaning (Kroll, 1990a). Beside that, during the writing process a new ideas, sentences, and words may be discovered so it will

be used in the final production. Also, student writers can go back and forward while writing without disturbing the flow of their ideas.

However, Badger and White claimed that this approach does not give sufficient importance to the writers' product and its purposes; and students are not provided with sufficient linguistic knowledge in order to write successfully (2000). Moreover, Tribble (2003) stated that despite of its advantages, it does not give consideration or importance to the reader hence this will result a problem to the reader when obtaining new information.

#### **4.7.1. The Writing Stages:**

The process approach includes the cognitive and the discursive aspects of writing which help students generate and develop their ideas as it sensitizes them of how writers make decisions when they go through the different stages of writing. According to Belinda (2006, cited in Albeshar, 2012), in order to get a free writing and good quality product, students should know how to use the four stages when writing, which are: *Pre-writing*, which is a fundamental stage in writing because, in this stage, students generate a coherent and cohesive ideas (Bukhari, 2016); *Composing or Writing*, which is writing down words that correspond to the plan of the work; *Revising*, which is evaluating the text to make some changes; *Editing*, focusing on the form level like spelling and punctuation.

Moreover, since writing is referred to as a linear sequence, each stage should carefully follow the other and each successful stage identifies the second stage's success. In fact, the stage-divisions and the terminology used to define them differ from one theorist to another. Nevertheless, whatever are the suggested divisions and the given names, the stages underlie the same cognitive and metacognitive process. Williams (2003) claimed that "these stages are hypothesized as universals which means that, at least to some degree, all writers are to engage assuming language these stage" (p. 101).

#### **4.7.1.1. Pre-writing:**

It means “before writing». According to McCuent-Mtherell and Winker (2009):

Prewriting refers to all the preliminary steps a writer might take in preparing themselves to write. It includes random thinking about the topic, systematically gathering information about it, and sketching out a possible structure for the essay. (p. 76)

For Alodwanet et.al (2014), “the pre-writing stage, or the planning stage, aims at preparing students to write and generate ideas” (p. 147). Hence, this stage is a basic stage in writing because what starts well organized will end that way and will be appreciated. Lipson declared that “good thesis writing begins with good planning” (2005, p. 14). In addition, by this stage, students will build their groundwork so they can provide multiple viewpoints that are related to their backgrounds and imaginations which encourage the free flow of thoughts, thus, they plan what is going to be written, select and choose the suitable ideas, and organize them into a particular plan. Sorenson stated that “this step stimulates students’ schemata, generates needed vocabulary, helps them to organize ideas, and activates their imagination” (2010, p. 4). Furthermore, Brown (1989) asserted that: “it doesn’t matter if it doesn’t all make sense. Keep writing until the time is up” (p. 7), and he said that “in this step, students are not required to write correctly and perfectly but just putting their general thoughts on papers” (ibid).

#### **4.7.1.2. Writing:**

It is the second stage, it is also called drafting, and in this stage, the real writing takes place with taking into consideration the writing plan. Hence, it can be said that it is thinking aloud-on papers and transmitting the abstract ideas into a concrete ones. Galko (2001) defined

it as “writing a rough, or scratch, form of your paper” (p. 49). Indeed, ideas will be clearer and more comprehensible when they are written on a paper. In this respect, Katz stated that “as you translate your plans and records into words [...]; you will see what you are doing in a clear light” (2006, p. 52). In addition to that, Gallo asserted that if the writer jots down his notes he will be able to modify and check his facts (2001).

In drafting stage, grammar, spelling, and punctuation are not considered. Instead, writers should consider the type of writing to perform whether narrative, descriptive, expository, or argumentative.

#### **4.7.1.3. Post- writing:**

Oshima and Hogue stated that “no piece of writing is ever perfect the first time” (1990, p. 10). Henceforth, in the post writing or “revising and editing” stage, writers critically examine and evaluate the first draft and make the needed changes in order to check the coherence and cohesion. Accordingly, writers consider their writing at the level of ideas “meaning” and structure “form”. Brown and Hood (1989) described revising as “the stage where you check that you have said what you wanted to say and said it in a clear and appropriate way” (p. 20). That is to say, sometimes it seems that what the writer has said and his message is clear, but after revising his draft, he will find some errors. While for reviewing, Brown (1989) claimed that “it involves arranging, changing, leaving out words, and so on” (p. 20). In this regard, writers may add, omit, or remove completely ideas and information.

Hariss and Cury (2003) argued that the final step in the writing process is editing (in Albeshar, 2012). It is “putting the piece of writing into its final form” (Muncie, 2000, p. 51, in Sheir, ND). Since writers need to achieve a good piece of writing with no errors in this phase, they emphasis on the linguistic accuracy. For example, spelling, punctuation, and grammar.

Consequently, Nation focused on the effect of feedback on writing improvement saying that “learners can be encouraged to edit through the feedback they get from their classmates, teacher, and other readers” (2009, p. 120). Similarly, for Gough “the more eyes that see and evaluate a piece of writing, the better it will appear” (2005, p. 16).

#### **4.8. The Genre approach:**

Hyland explained that “genre is a term for grouping texts together, representing how writers typically use language to respond recurring situations” (2007, p. 4, in Hartono, 2012). That is to say, this approach aims to teach students particular genres in order to succeed in particular settings where students seek to achieve certain goals within particular social and cultural contexts. Henceforth, the genre approach takes the view that the language is functional. That is, to serve functional purposes. According to Painter, “language is a functional resource in that the language system can be viewed as having the form it does because of what is called upon to do. The needs of language learners have shaped the linguistic system itself” (1989, p. 21). Moreover, Ann (2003) described that:

In one side, genre is viewed as a type of text or writing text. It is typical model of writing product having different features and characteristics. On the other side, it is judged as one model or approach or strategy to teaching and learning writing. (in Dirgeyasa, 2016, p. 46)

Therefore, the genre approach includes teaching discourse features of texts as well as the contexts beside the incorporation of textual and contextual aspects of certain genres in order to help students achieve the same communicative purposes of other texts that belong to the same genre. For this view, Hyland asserted that “the writer is seen as having certain goals and intentions in certain relationships to his or her readers, and certain information to convey, and

the forms of a text are resources used to accomplish these” (2003, p. 18). To clarify, the writer’s language and form are changed to the audience who determines whether the text’s functions and objectives have been successfully fulfilled or not. Here, the teacher’s feedback of the final text is limited to the correction of grammatical shortcoming. In addition to that, students may write for the purpose of describing, communicating and denouncing, or narrating...etc. Consequently, this approach impasses also on the writing manner, the readers, and the purposes. Thoreau suggested three basic aspects of writing: *The writing style*, which refers to the manner of how words are chosen and ordered together to express ideas. *The specific audience* that are the readers, and *the goal of writing* (2006, in Dirgeyasa, 2016).

In particular, students are given typical and real examples to extract the structures and the language used in order to use them to produce their own similar texts, hence writing is considered as a form of production instead of being a creative act. To support that, Harmer (2001) indicated that “in a genre approach to writing learners study texts in the genre they are going to be writing before they embark on their own writing” (p. 258).

Inspite the fact that all writing approaches focus on different aspects when teaching writing skills, they all try in a way or another to meet and fulfill pragmatically the needs of the students as writers and readers.

## **5. Methods to Scoring Students’ Composition:**

Writing skill is difficult for teachers to teach as well as to evaluate. Hughes (1989) asserted that “Students’ true abilities are not always reflected in the text scores that they obtain” (p. 2) and he added “language abilities are not easy to measure; we cannot expect a level of accuracy comparable to those of measurement in the physical sciences” (ibid). Hence, it is extremely hard to get a reliable and valid mark when scoring students’ compositions. Therefore, there has been a major concern to find a reliable method to evaluate and ensure the

writing quality and to avoid subjectivity because writing as a skill, does not lend itself to objective testing. Henceforth, previous researchers proposed several methods for testing. The main three important methods are: the Analytic method, the Holistic method, and the Error-count method.

### **5.1. The Analytic Method:**

According to Weigle (2002), the analytic approach focuses on separate scales of the overall writing features. That is to say, it focuses on the writing components separately such as: organization (coherence & structure), content, vocabulary and grammar choice, spelling and punctuation. Because of that, features of writing should not be collapsed under one score. Therefore, teachers give a score for each category or feature. Moreover, it focuses on the mechanics of writing instead of how the students express their thoughts. In addition, it pre-determines the criteria of grading. In that, Heaten (1975) said that “this method depends on a making scheme which has been carefully drawn up by the examiner or body of examiners. It consists of an attempt to separate the various features of a composition for scoring purposes” (p. 136). Furthermore, it helps both teachers and students to see the different aspects of weaknesses in the written composition. According to Nodoushan (2007b) because of using analytic scoring rubrics, teachers can pinpoint the students’ weaknesses in their writings so they can provide them with remedial instructions. Thus, it is effective in identifying weaker texts.

Nevertheless, Hyland (2003) claimed that “point to the dangers of the halo effect, results in rating one scale may influence the rating of others, while the extent to which writing can be seen as a sum of different parts is controversial” (p. 229). That is, it is almost impossible to test a piece of writing based on 04 or 05 criteria because each scale may not be used separately.

## **5.2. The Holistic Method:**

According to Weigle (2002), the holistic method gives a general impression on a written composition. In other words, it offers a general impression of the quality of a sample of writing in order to evaluate the writer's overall proficiency. Hence, it emphasizes on one single integrated score. So it expresses the idea that "writing is a single entity which is best captured by a single scale that integrates the inherent qualities of the writing" (Hyland, 2003, p. 227). Moreover, it compares the communicative effect of different compositions that belong to the same type; and "emphasizes on achievement not deficiencies" (Cohen, 1994, p. 317), as he added that it "encourages rater discussion and agreement" (Ibid).

However, this method is quite shortsighted since it sticks writing to one single score. Beside that, it fails to pay attention to the language aspects because it does not provide a score for every feature of them. Consequently, this method prevents raters to gain diagnostic information that could be significant to teaching. Additionally, it is "difficult to interpret composite score" (Cohen, 1994, p. 137). Together with, "higher essays may get higher scores" (Cohen, 1994, p. 137). As well as, because it evaluates generally the text, it lacks reliability (Ferris & Hdgoek, 1998; Park , 2004). In addition to that, "Raters may over look sub-skills" (Cohen, 1994, p. 317). Thus, without guidance, raters may disagree about the quality and the features of a good writing unless they are skilled, confident, and have enough experience to evaluate students consistently.

## **5.3. The Error-count Method:**

It is also known as the mechanic accuracy method. In this method, the teachers or the raters count up the number of errors that students have made on their papers and deduce those errors' numbers from a given mark. According to Heaton "the procedure consists of counting the errors made by each taste and deducing the number from a given total: for example, a

student may lose up to 10 marks for grammatical errors, 5 marks for miss-use of words, 5 for mis-spelling, etc” (1975, p. 137).

Nevertheless, this method considers some errors rather than others especially at some stages of English learning. Additionally, it ignores entirely the content which involves the writers’ purposes (communication). Instead, it focuses more on the negative aspects of language using and that makes students stop after each sentence to check their errors. Raimes (1984, p. 83) stated that “they worry about accuracy, they stop after each sentence and go back and check it for inflection, word order, spelling and punctuation, breath a sight of relief and go on to attack the looming giant of the next sentence” (Raimes, in Freeman and Richards, 1996, p. 102).

## **6. Writing Difficulties:**

Writing is considered as one of the most needed skill not just in classroom but in a larger content of life as well. In this, Riswanto and Putra (2012) claimed that writing is not just significant in language class, but also in other different subjects of life. Hence, it will never be completed during learning because it is not an innate or a spontaneous activity, it needs to be learned. While stated that writing is not a natural activity (1981, cited in Nunan, 1996, p. 36). However, despite that students have learned the international language for a number of years, many students are still weak in writing, because writing is one of the most difficult skills to acquire due to the fact that writers transform their ideas and thoughts into a written language. According to Walters, “writing is the last and perhaps the most difficult skill students learn if they ever do” (1983, p. 17). Similarly, Widdowson (1983) agreed that “writing is an irksome activity and an ordeal to be avoided whenever possible” (p. 35). In fact, the difficulties that students face while writing may create an appreciable variances between

the writing process and the piece of writing. Walters (1983) said that students find writing a difficult task to acquire hence, they ignore to practice it.

Byrne divides the difficulties of writing into three categories: *Purely psychological problems*, which means the lack of interaction and immediate feedback between the producer and the audience who is absent and sometimes not known. Hence, it is quite impossible to obtain or estimate the effect of the message on the reader. *Linguistic problems*, sometimes students cannot express their thoughts clearly and in a more grammatical manner. According to Fared et, al. (2016), “learners also have difficulties in grammar and syntax, they make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures” (p. 85). On this side, Wide (2016) asserted that students have problems in plural marks, determines and verbs. Hence, they lack the linguistic competence. *Cognitive problems*, writing implies conscious and mental effort. Rivers and Temperly found that “to write so one is really communicating a message isolated in place and time, is an art that requires consciously directed effort and deliberate choice in language” (1979, p. 263). Accordingly, students still have problems concerning generating ideas, expending vocabulary, and when they begin writing, as well as what to write. As a result of that, they take a long time before writing and they concentrate more on how to finish their writing instead of making a well-produced composition. Writing should be learned using formal instructions where students should master the organization of their ideas framework, where they should decide on content which is appropriate to writing topic, select suitable words and grammar to form understood sentences, and organize these sentences into coherent paragraphs. Collins and Genter (1980) observed that:

Much of the difficulty of writing stems from the large number of constraints that must be satisfied at the same time. In expressing an idea the writer must consider at least four

structural levels: overall text structure paragraph structure sentence structure (syntax), and word structure...clearly the attempt to coordinate all these requirements is a staggering job.  
(p. 62)

According to Nunan, “producing a coherent, fluent, extended piece of writing is probably the most difficult thing there” (cited in Al-Mahrooqi, 2014, p. 95). Furthermore, students suffer when they select the proper vocabulary to reflect the appropriate meaning in their minds, together with spelling and punctuation, cohesion and coherence, styles and formats, and motivation as well because students are not motivated enough to collaborate and share their ideas.

## **7. The Role of Writing in EFL Classroom:**

Writing has a significant and major core in teaching curricula and it is becoming increasingly significant in both personal life and job opportunities. According to Kuihara, Hawken, and Graham, writing is an important tool to succeed in education, profession, and society (2009). That is, it prepares the students to face the different communicative situations in real life. Additionally, writing is a complex creative procedure that is important for productive communicative practice (Flower & Hayes, 1980). While for Adnan (2014), it is an artistic and mechanical tool. Furthermore, when students come to write they face some problems, these problems make them recognize the linguistic knowledge they miss. In that, Swain (1995) claimed in his output hypothesis that when students write in the target language, they give rise to occasions where they deal with the linguistic problems that help them notice the gaps of their linguistic information. Hence, they test their knowledge about linguistic structures, reflect on their own language use, and fill these gaps after reviewing and revising their piece of writing.

Moreover, writing helps learners to consolidate what has been learned, where it reinforces their use of language. Hence, they will be able to use correctly the graphic system in respect to the language conventions and select the appropriate words and phrases to get an appropriate register. According to Raimes (1983), the different pedagogical purposes of writing are classified in reinforcement, practice, and imitation to interaction, fluency and learning. Furthermore, it gives a way to students' individualized work and variety. Thus, students write their own thoughts in their own way; as it provides the opportunity to explore the existent multiple syntactic options and combine them with the appropriate meaning and register. Similarly, teachers also benefit from writing because they use it as an accurate and a convenient mean to assess objectively the students' compositions. For example, using the essay type answer.

## **Conclusion:**

Teaching and learning writing is gaining an important consideration in SL and FL settings. However, teaching or leaning writing is not an easy task because for teachers, they have to understand what is included in the writing research. Then, they need to select among the multiple orientations and approaches the suitable one depending on the learners' needs. Besides that, they should select the appropriate method that reflects students 'level when evaluating them.

While for students, they should have the necessary information about the writing aspects and conventions that help them to build up and develop certain level of competency in order to enhance their writing skill. In addition to that, they should go through much practice to use the writing rules and conventions where they can choose the appropriate techniques and strategies that suit them and help them to facilitate the writing task and reflect their way of thinking.

## **CHAPTER TWO : AN OVERVIEW ABOUT MIND MAPPING**

### **Introduction**

Writing is one of the language skills that demands different techniques and strategies to develop. One of these techniques is mind mapping which was established by Buzan in the 1960s. This section tackles an overview about mind mapping as prewriting developing technique, provides definition to mind map, its structure, types, uses, and steps of how to mind map. Also it deals with mind mapping characteristics and its situation with technology, in addition to the advantages and disadvantages of this technique.

### **1. Mind Mapping and the Process of Writing:**

Mind map is considered as a prewriting technique that allows learners to plan and organize their ideas and it is workable with all types of writing. Riswanto and Pandika claimed that mind mapping technique can be used by learners to produce any writing topic in any type such as narrative, argumentative, expository...etc (2012, in Abd Karim, 2018).

Zaid (1995) emphasized the usefulness of mind mapping in the process of outlining an essay on any topic and in the process of helping students to start writing actual paragraphs. That is to say, since mind maps allow learners to see all the related ideas that they derived about a topic in front of them, this will help them in organizing a good plan to follow to produce a good and organized piece of writing.

A study done by Adam and Mowers (2007) showed that visual learners had a 40% higher retention rate than verbal ones. This results showed not only the importance of mind mapping technique in writing process but also showed that this technique is a supportive way to encourage learners to complete their writing activity.

Furthermore, mind maps are useful for stimulating students' information about the topic. Harmer stated that using mind maps in classroom can help students by activating their existed knowledge and skills to apply it in the writing task, and determining what information they have and what they miss (2001, in Abd Karim et al , 2016). For that, using mind mapping as prewriting strategy in classes is beneficial. In other terms, it motivates learners' thinking and creativity.

Additionally, Nuoni (2012) said that semantic mapping is a graphic organizer of ideas that shows how thoughts and words can be related within a text. Hence, it can be said that semantic mapping is an effective diagnostic way that is used by teachers to aid students who face problems in writing process.

A study conducted by Nurlaila (2013) about the use of mind mapping technique in the learning of writing ,she found that mind mapping helped effectively in improving the students' vocabulary and creativity to organize sentences.

Moreover, Harmer stated that semantic mapping or word maps are “ an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving, displaying, and using what they know” (2007, p.236 as cited in Siddiq ,2013). That is to say, the semantic mapping technique is a prewriting technique by drawing a diagram of words and utilizing different shapes such as circles, boxes, lines, in addition to the words and phrases to show how new ideas are related to the topic.

## **2. Mind Mapping Definition:**

Mind maps that can be referred to as concept maps, semantic maps, cognitive maps, or graphic organizers (Svantesson, 1989 in Abd Karim et al, 2016) are tools that help learners think and learn (Buzan, 1991 in Putranto, 2009). Bhattacharya (2000, p.1 as cited in Wright, 2006) defined mind mapping as “a visual organizing technique”. Besides, according to Vogt

(1983) mind/ semantic mapping is a procedure of making visual presentations of categories and their relationships. In line of this, Nasbit and Adesope (2006) defined a concept map as “a type of graphic organizer that is distinguished by the use of labeled nodes denoting concepts, and links denoting relationships among concepts” (p. 415). Buzan pointed out that a mind map is an optical instrument, which can be helpful in different tasks such as generating ideas, taking notes, organizing thinking, and developing concepts (2000, in Bukhari, 2016).

Regardless to the slight differences between the different graphic organizers, they are all considered as tools for making and understanding connections, organizing and presenting ideas and knowledge in simplified, clear, and visual form. Moreover, they also help in solving problems and making decisions.

Mind mapping is commonly used for note taking. It differs from the traditional linear way of note taking in terms of that the user should not be worried about the order or the structure because it is a random process. Additionally, it makes use of graphs, colors, pictures, shapes, and other preferred ways of showing connections. By this, it stimulates both sides of the brain. Consequently, productivity level will increase and therefore, level of retention will increase as Buzan (1976, in Wilson et al, 2016, p. 33) claimed. Hence, it motivates the user and helps him to learn effectively.

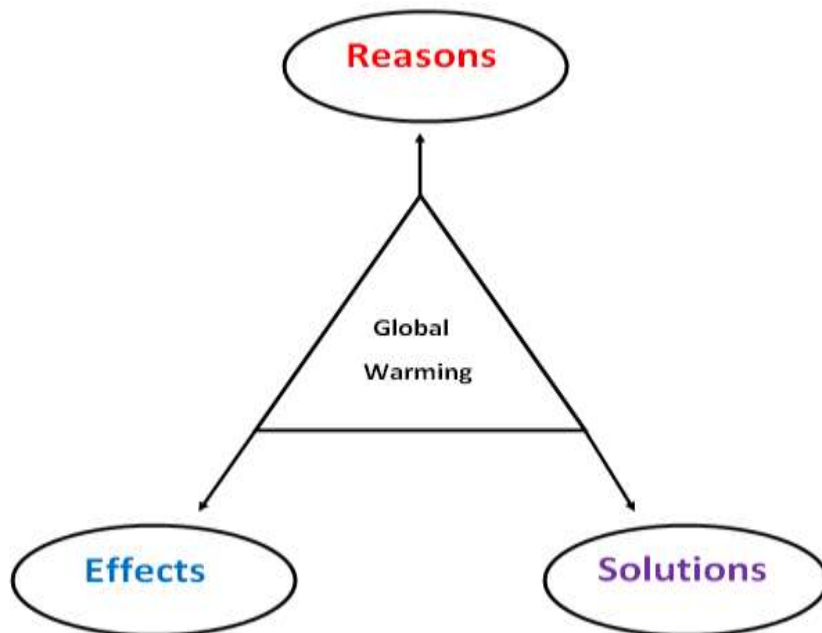
### **3. Types of Mind Mapping:**

Tondeur (2007) stated that mind maps can be used nearly everywhere and he stated some specific types and uses that are as follows:

#### **3.1. Mini Mind Map:**

This type is based on a central idea with many branches radiating from it without sub-branches (Tondeur, 2007). It tends to generate topics on one simple idea, for example, to write about the topic of global warming the writer writes the general topic in the middle, then writes

the main thoughts that can be derived from it, like, reasons, effects, and solutions of global warming, without writing the sub-branches of the main thoughts (Figure 01).

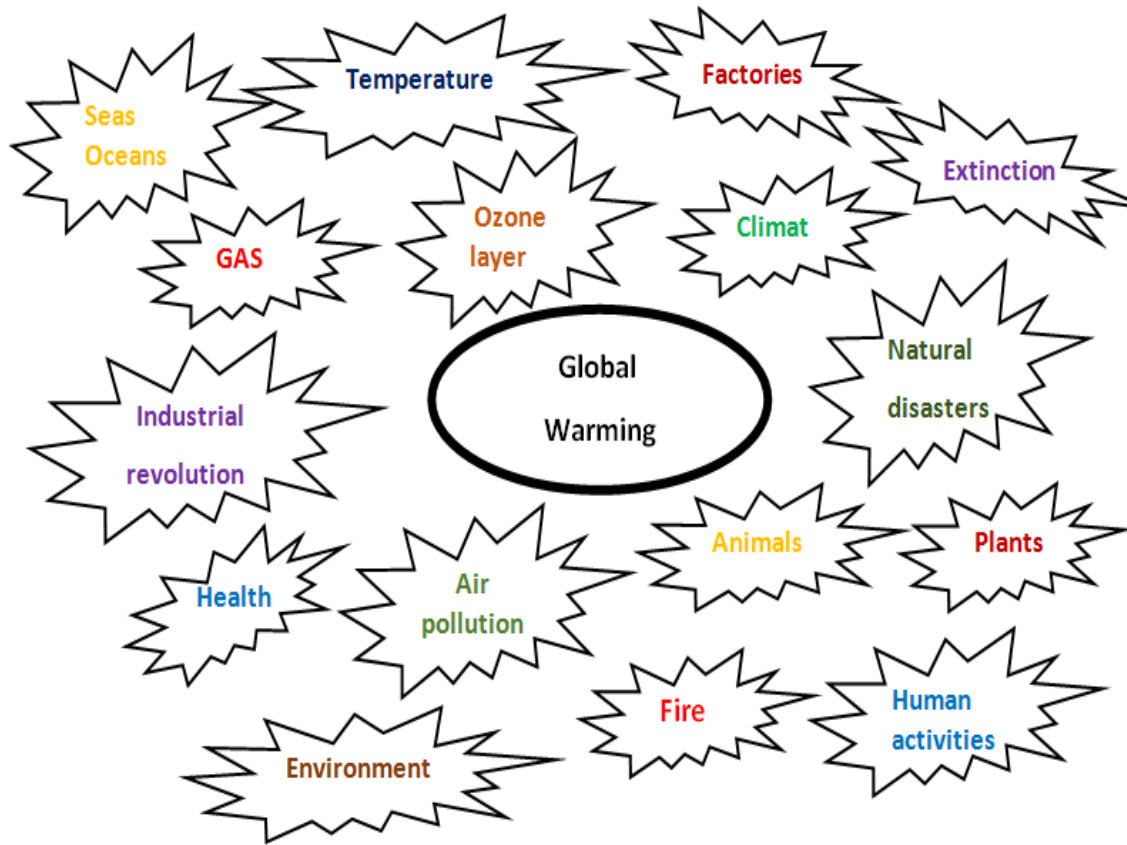


**Figure 01:** A sample of mini mind map on global warming

## **3.2. Idea Generation Map :**

### **3.2.1. Idea Generation Map (stage 1):**

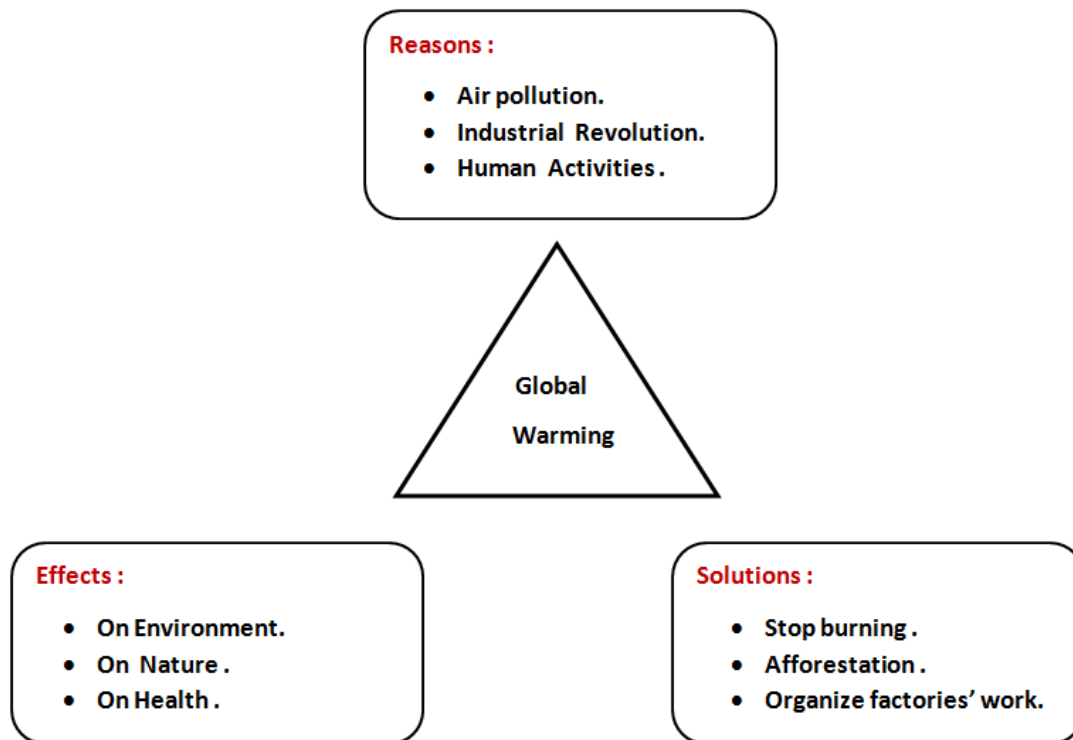
According to Tondeur (2007), idea generation map is a type of brainstorming map where the writer writes all the possible ideas that comes into his mind about a topic randomly. The aim of this map is to derive and write on the draft any related idea even if it is silly or not necessary. This type is useful and very helpful when the writer faces a difficulty in starting the writing. For example, the writer writes in his draft paper all what may have a relation with global warming to be easy for him to select and start the original writing (Figure 02).



**Figure 02:** A sample of idea generation map( stage 1) on global warming

### 3.2.2. Idea Generation Map (stage 2):

This type is considered as a second or redrawn version for the first brainstorming map (stage 1), where the writer turns to his first draft and selects all the key and main ideas and tries to link them with each other then rewrites them in another map. The objective of this type is to organize ideas (Tondeur, 2007). The writer, after writing all the related ideas about global warming in the first map, selects the most important ideas then redesigns another map by forming main ideas (reasons, effects, solutions) and sub-ideas including: reasons (air pollution, industrial revolution, human activities), effects (nature, environment, health), and solutions (stop burning, afforestation, organize the factors) (Figure 03).



**Figure 03:** A sample of idea generation map (stage2) on global warming

### 3.3. Planning:

Tondeur (2007) stated that planning map is almost similar to idea generation (stage 2) but it differs in term of that it allows the use of others ideas like a friend or a teacher. In this type, the writer collects all the ideas from idea generation (stage 1&2) and uses them to form a final map that will be transferred into a paragraph, an essay, or story...etc. This type aims at organizing ideas to make it easy for the writer to turn them into a final piece of writing. Completing with the example of global warming, the writer collects ideas in the two stages of idea generation, then forms a new organized map, and finally, turns it into an essay about global warming.

### 3.4. Note-Taking Map:

Note taking map can be disarrayed or disordered at first as Tondeure (2007) claimed. It depends on the understanding level of the writer about the book or the topic before taking

notes. The aim of this type is to take notes on a book, seminar, or lecture by first, randomly writing all the collected ideas from the sources, then, organizing them into a map.

### 3.5. Explanation or Presentation Map:

This type allows the user to explain and present his ideas to others easily or even to explain an idea to himself (Tondeure, 2007). This type helps the writer to communicate and explain his ideas in one page and in visual form, and this will make it easier for the reader or the audience to get the ideas and understand how they are related to each other.

Mogahed (2013) also listed some other types or forms for graphic organizers (mind maps) among them:

### 3.6. Cause and Effect Diagrams:

This type is mostly useful for explaining how something happened (Mogahed, 2013).

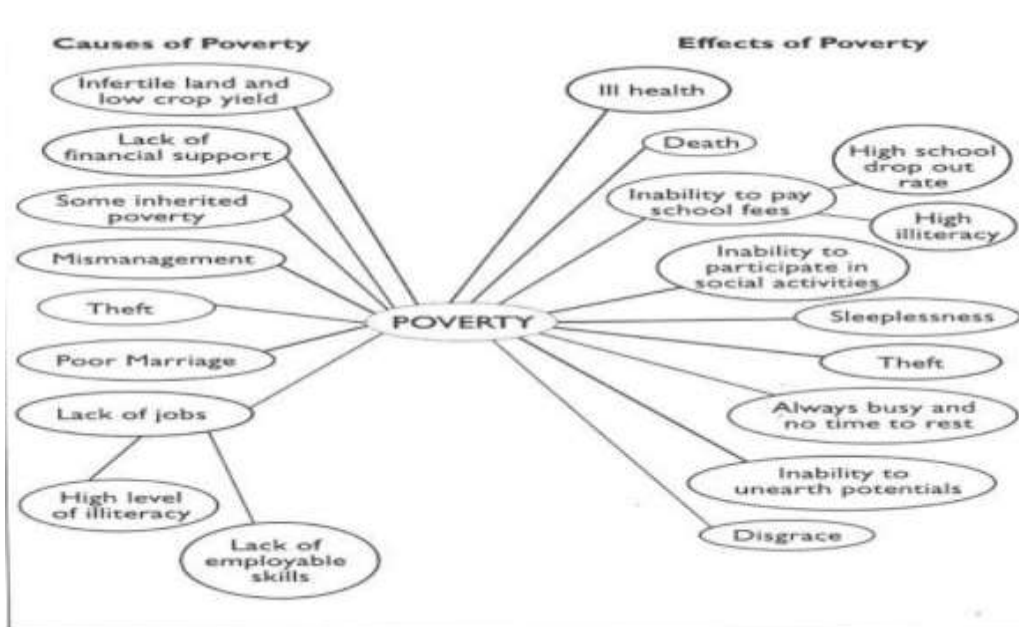


Figure 04: A Sample of cause and effect mind map on poverty.

### 3.7. Spider Map:

Spider Map is used to describe a basic or central idea. That is to say, this form is based on putting an idea in the center and then extract sub-ideas from it (Mogahed, 2013) ( Figure 05).

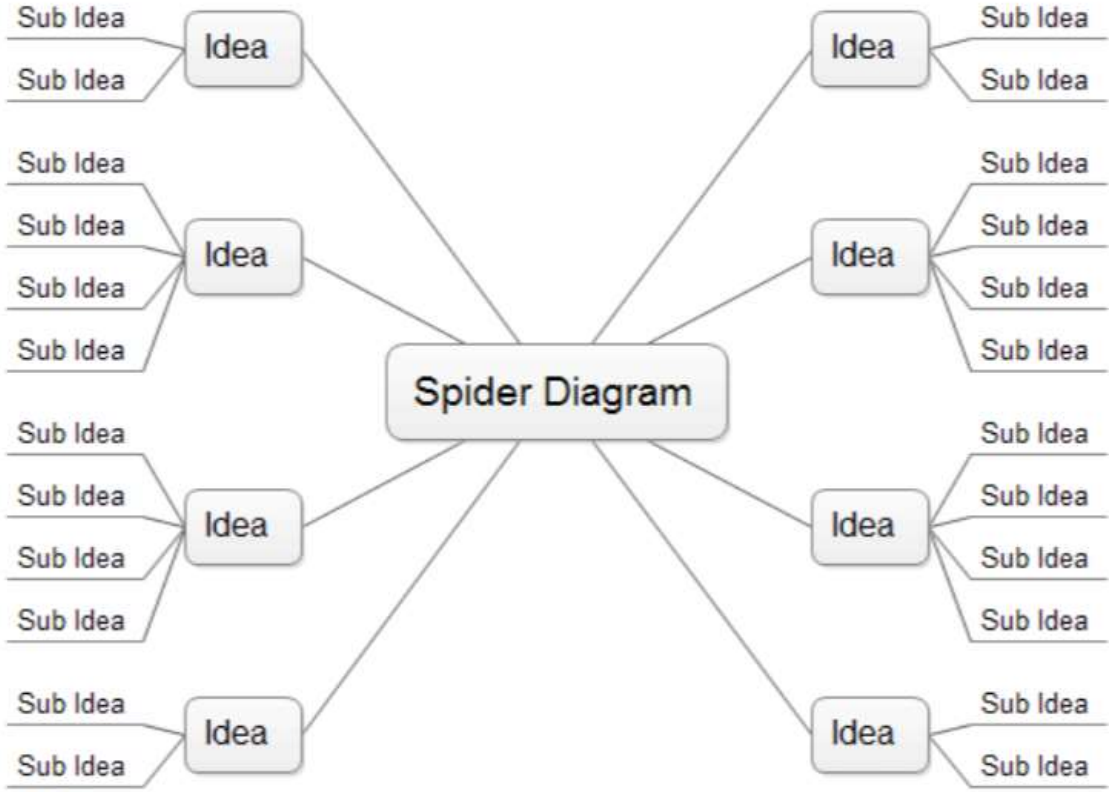


Figure 05 : The structure of spider map

**3.8. Charts:**

According to Mogahed (2013), they are good for the sake of writing directions, also used in categorizing the different ideas. In the following example of birthday, the user in order to prepare for a birthday he used chart map to organize and categorize related tasks and activities to this occasion (Figure 06).



Figure 06: A Sample of chart map on Birthday.

### 3.9. Series of Events Chain:

It is used to demonstrate the stages of something logically (Mogahed, 2013). For example, the stages of the water cycle in the nature. (Figure 07).

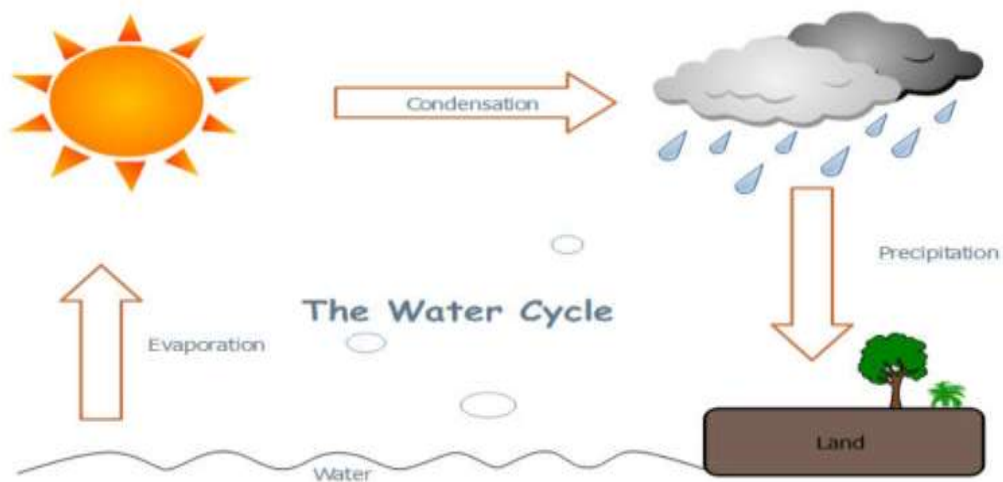


Figure 07: A sample of series of events chain map on water cycle.

### 3.10. Story Maps:

According to Mogahed (2013), they are good for retelling stories, books, or plays in personal style and in a simple, understandable, and enjoyable way.

## 4. Reasons to Mind Map:

There are many and diverse reasons and uses for mind mapping. According to Tondeure (2007), mind mapping helps in communicating effectively, concentrating, thinking creatively, taking notes, organizing thoughts and information, generating creative and new ideas, planning, finding creative solutions for problems, understanding, remembering, and memorizing. It also helps in reading and writing processes. Indeed, mind mapping technique is a great tool that serves the educational field in particular and all other fields of life in general.

## 5. Structure of Mind Mapping:

Eppler (2006) pointed out that in the structure of mind mapping usually there is a single concept, around it: pictures, ideas, and words are added. The main ideas are directly linked with the central theme, whereas, supporting ideas are derived from the main one as shown in figure (8).



**Figure 08:** Structure of a simple mind map.

In the same context, Buzan (1991, in Putranto, 2009) demonstrated that mind mapping is based on putting a central theme or subject and extract all the possible related ideas about it. He also offered some points to be considered when creating a mind mapping:

- Determining and demonstrating the relations and connections between ideas and information generated on the mind map by using lines, arrows, colors or other preferred ways of showing connections. This helps in understanding and remembering the new ideas.

- Drawing quickly on unlined paper without pausing, judging or editing. The purpose is to get all the possibilities related to the mind map that can be a key knowledge for a certain topic, and in non-linear manner since it will be enough time for editing and organizing later on.

- Choosing different colors to symbolize different things, and using capitals in writing key ideas because they are easier to read in a diagram.

- Putting the main subject or idea in the middle of the page in order to give enough space for all the possible ideas that can be flowed from the main topic.

- It is better to leave some space in the map for further new information that may be forgotten or newly known.

## **6. Characteristics of Mind Mapping:**

Khoiriyah (2014) stated four basic characteristics for mind mapping:

- The object of attention is crystallized in the central figure.
- The main themes of the object branch out from the central figure.
- Branches contain a key image or key word printed on the associated line. Topics of lower significance are also represented as branches related to the higher significance branches.
- The branches form a connected nodal structure.

The following mind mapping contains the essential theme on the center (Food groups), the main ideas are branched from the central theme (Fruits , Vegetables , Meat...), from those main ideas or branches sub-ideas or branches are derived, fruits (apple, lemon...), vegetables

(carrot, onion...), meat (fish , chicken...), colors, pictures, and shapes are used to connect among ideas in details .

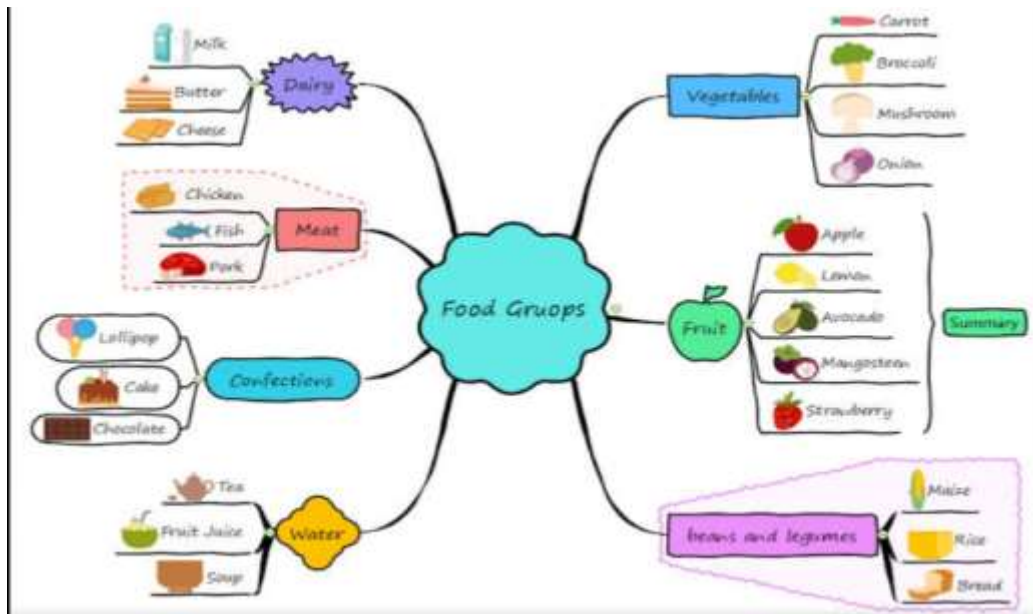


Figure 09 : A sample mind map on food groups

## 7. Steps of Mind Mapping:

Buzan (2000, in Rafii, 2017) explained the steps of how to make a mind map, they are as follows:

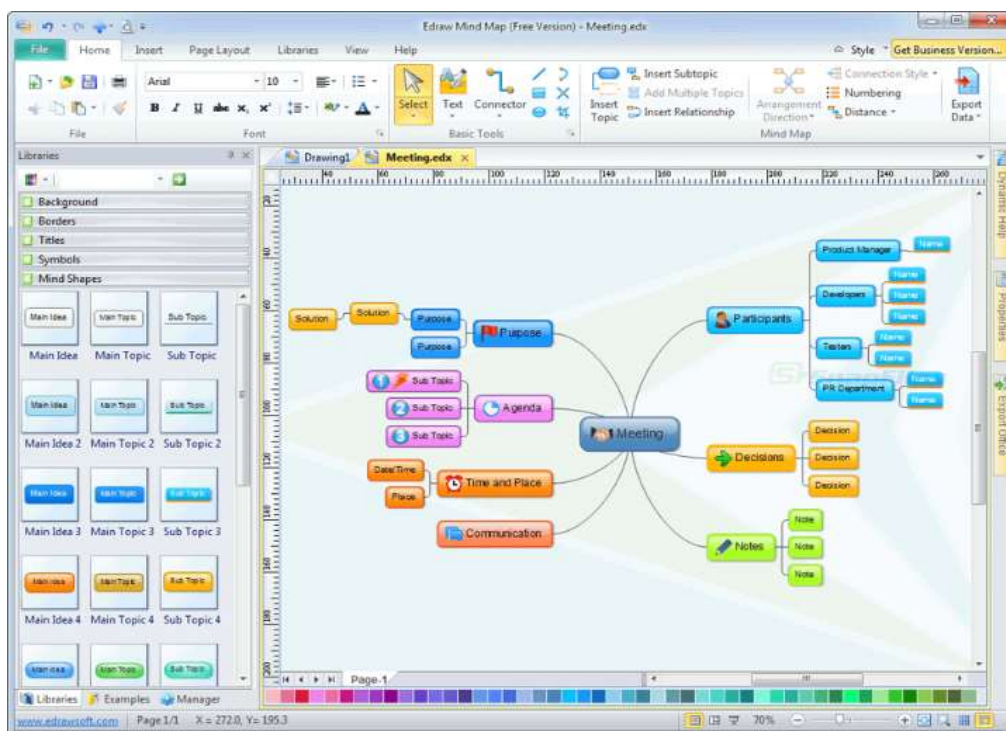
1. Bring a white paper and put it in a landscape position.
2. Start by drawing a colored picture in the middle with writing the key words in capital letters.
3. Select a color and draw the main ideas of the mind mapping on the thick branches derived from the central image.
4. Add branches of other main ideas around the map.
5. Make thick and colorful branches stretching out from your mind map.
6. Write the main ideas derived from the key words with keeping use of capital letters.

7. Add an image to all main branches to illustrate each key theme, also use images to conceive every significant key word in your map.
8. Keep your mind mapping imaginative as possible as you can.

## 8. Mind Mapping and Technology:

Nowadays, with the technological development that touched and served the human life in all fields, educators and researchers who are interested in facilitating the teaching and learning process for teachers and students, also employed technology and created computer softwares for mind mapping technique.

Conventionally, mind maps were drawn with colored pens and paper, nowadays, with the available technology, it is possible to create mind maps using computer and mobile devices. There are many mind mapping software and applications such as: Xmind, FreeMind, iMindMap, Edraw Mind Map, Nova Mind, MindMeister, and Mind Manager.



**Figure 10:** Example of mind map using Edraw Mind Map software.

Lie and Fast(2011) made a comparison between the traditional mind mapping and digital one , they found that , in terms of speed , digital mind mapping ,which is based on using keyboard and mouse as input devices, is faster than traditional mind mapping which uses pen and paper for input. Moreover, in terms of collaboration, using pen and paper to mind map is difficult since participants must work in a single sheet of paper and be in the same time and place. Whereas, in digital one users can work concurrently on a computer. Furthermore, digital mind mapping supports the clean and consistent appearance of the content, unlike pen and paper mind mapping.

In the same vein, Dominic (2014) stated that using mind mapping software is one of the ways to create a mind map that can assist learners to manipulate, recolor and restructure the map, its nodes and even branches. In other words, digital maps are easy to redesign for example, in situation of adding information or deleting or changing color or shape, in contrast to traditional way which demands too much time and effort.

Along with the same line, Budd (2004) suggested that using images, icons, tags and other visual aids like video films in computerized mind mapping is useful because it helps to link ideas in an interesting way. That is to say, the feature of adding videos, MP3, images and others makes the process of mind mapping more interesting than the traditional one. Indeed, using technology in general will help in the process of teaching and learning especially with the tendency of current students for computer technologies.

## **9. Advantages of Mind Mapping:**

Many advantages and benefits have been noticed for mind mapping. Chaffe (1994, in Wright, 2006) clarified the benefit of mind maps in the process of writing. According to him, mind maps show the associations that help the user to plan an organizational structure, the

structure helps the user to deal with and depict relationships. It also allows the addition of new information.

Clark (1991) noted that mind mapping serves both inductive and deductive thinking. In addition to that, it develops creative thinking (Anderson, 1993), and it is considered as a critical tool for improving writing (Zipprich, 1997).

According to McGriff (2007), mind mapping is seen as powerful tool that helps students overcoming their problems in organizing ideas. The structure of the mind mapping allows students to see all their ideas in front of them, and this facilitates their thoughts ordering process.

Buzan stated that using mind maps saves time since they allow the use of key words instead of using complete words (1995, in Wright, 2006). He also mentioned some uses for mind mapping, it can be used for recording, remembering, solving problems, and thinking creatively (1995, in Wright, 2006). Thus, mind mapping integrates and serves all domains of life.

Using mind maps helps teachers to differentiate their teaching methods to suit and fit diverse learners (Nesbit & Andesope, 2006).

Buzan (1993, p. 225-228 in Wright, 2006) listed some advantages of mind mapping:

- 1) They are perfect when the issue is about understanding not writing. (Stage of understanding come before writing )
- 2) They support deep opposite surface structure. (They depict levels of relationships )
- 3) They determine the incorrect associations among ideas.

## **10. Disadvantages of Mind Mapping:**

Mind mapping has been considered useless by some writers because sometimes it could be time consuming for both teachers to present and students to perceive. Especially the students who are not experienced or creative (Buzan 1993), this may be true especially in an exam situation if students are not familiar with the concept of mind mapping. Therefore, it could be said that teachers should give students enough understanding and practicing of mind mapping strategy before the exam, so they can use it in exams wisely and effectively.

Dam (2017) pointed out that the inability of making a well-structured map with the miss choice of the right key words results a big complex map that is difficult for majority of people to comprehend. Thus, mind mapping, if is not well formed becomes worthless and hard to understand. He added that mind mapping demands time, experience, and discipline to become a skilled mind mapper. Moreover, Dam emphasized the idea that creating a mind map without determining the desired purpose and the audience the majority of people will find it mysterious. As a result of that, when creating a mind map the creator can not write as he wishes, he should always keep in his mind the audience and the target of this map. Another disadvantage of mind mapping noticed by Dam is that by not using colors, images, and organic lines, the mind map will not work for right brain people. That is to say, mind maps should always contain colors and pictures when connecting ideas in order to benefit both right and left-brain people.

## **Conclusion**

This section dealt with the mind mapping strategy. It presented its definition and some of its common types, its structure, uses, and characteristics, in addition to the steps of how to make a mind map and its situation with nowadays technologies. It discussed the possible advantages and drawbacks of this technique as well. This section, furthermore, showed the role of mind mapping in the process of writing as a prewriting technique, how and to what extent it affects the writing productivity of students.

# CHAPTER THREE : DATA ANALYSIS AND INTERPRTATIONS

## Introduction

Chapter one and two of the present research were devoted to a review of literature about writing and mind mapping. While this chapter, chapter three, is devoted for research methodology (the used method, participants, data collection tools, and data analysis), limitations, and pedagogical recommendations.

The aim of this research study is to assess the learners and teachers beliefs about using mind mapping technique in writing. Henceforth, learners' questionnaire and teachers' interview are administered to get quantitative and qualitative data.

In fact, we used questionnaire because it has many advantages: a) you can collect a large amount of data in a fairly short time (Brown, 1988, p. 3), b) questionnaire can be used to research almost any aspect of teaching and learning (Nunan, 1989, p. 62), c) they are easier and less expensive than other forms of data collection (Selinger & A. shohamy, 1989, p. 172), d) they can be easily used in field settings such as classrooms (Nunan, 1992, p. 142). In addition, we used interview because the participation of teachers is of a prominent importance because they are aware about their students' abilities and writing complexities that they may suffer from. The procedure followed consists of the analysis of each question separately, and the results of the data gathered of the questionnaire have been reported in tabular and graph form so that results will be clearer.

## 1. Research Tools

Two research instruments were used in order to answer the research questions and to test the hypothesis of the present research, a questionnaire for learners and an interview for teachers.

## **1.1. Learners Questionnaire:**

### **1.1.1. Demonstration:**

While carrying out this research, all universities were obliged to close their doors because of the Corona Virus. Thus, we were obliged as well to collect data using social media (face book) in order to contact our sample which is third year students of English Department at M'sila University in the academic year 2019\2020. For this reason, learners' questionnaire was posted on their face book group to collect their answers.

In fact, students did not face any problem in understanding and answering the questionnaire. Then, we waited for one week so all members answer the questionnaire. After collecting the answers of the correspondents, data were coded and stored on a computer. Then, they were converted into excel spreadsheet form and analyzed.

### **1.1.2. The sample:**

The questionnaire was given to two groups, who were selected randomly from four groups of third year students of English Department of Mohamed Boudiaf, M'sila. The larger the sample is the more reliable the results would be, normally the sample should be (N=64) but because of some circumstances we could reach only 60 students. Hence, the whole sample was (N=60).

### **1.1.3. Description of the Questionnaire:**

The questionnaire was given to 60 students, it includes twenty one questions that aims to explore the different aspects of the research intended to investigate.

The questionnaire consists of closed questions and open-ended questions. These questions are, in turn, grouped into three broad sections, each section is related directly or indirectly to a specific aspect of this research.

The first three questions constitute the first section and are meant to gather general information about the informants (gender, age, and their level of proficiency). The second section consists of four questions of a five point Link art Scale that are to be answered by (strongly agree, agree, neutral, strongly disagree, and disagree). This section is devoted for writing process with focusing on what they do before they write, and their attitude towards their writing. The third section includes sixteen questions of five point Link art Scale as well which focuses on using mind mapping technique in writing and whether it is useful in their writing or not. Moreover, it is worth mentioning that the students' questionnaire includes more questions than the teachers' interview because we expect the students to provide us with more information about the learning situation.

### **1.1.4. Data analysis**

#### **Section One: Background**

##### **1. Gender:**

As demonstrated in figure (11) , the majority of our sample is females with 81.60% and the rest 18.40% for males.

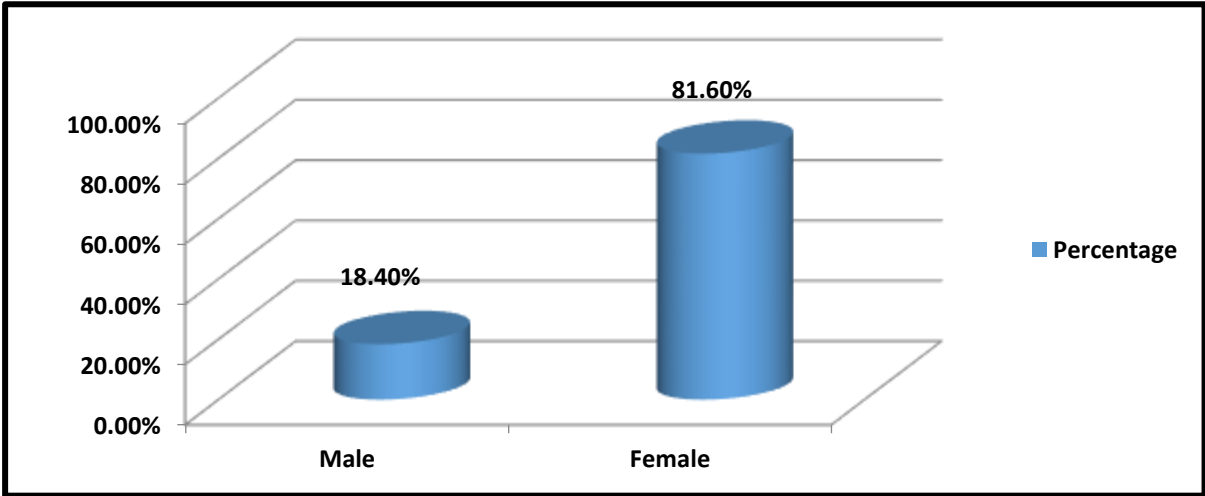


Figure 11: Students' Gender

2. Age:

From the items in figure (12), we notice that the majority of students are aged between 21 to 24 years old with 83.40% whereas students with the rest 16.60 % are aged between 25 to 28 years old. The results indicate that the sample or the students are adults enough to be familiar and aware of the importance and the necessity of the writing skill.

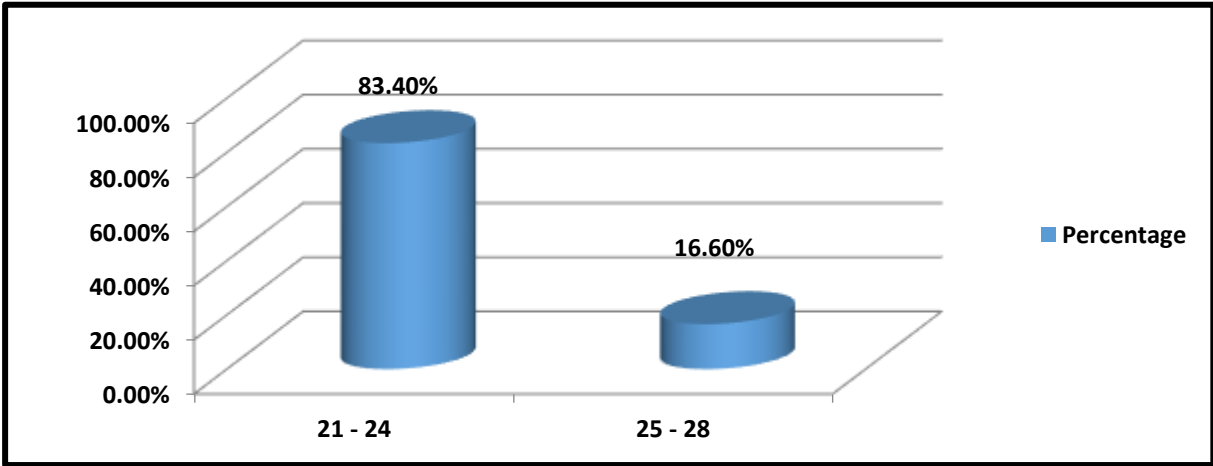


Figure 12: Students' Age

3. Writing proficiency level:

Figure (13) indicates that the half of the respondents 50% claim to have a good writing level. While, a considerable number of students with percentage of 40% argue to have an average level, a few number of students claim to have an excellent level with about 8.30% , and only 1 student with percentage of 1.70% claims to have a poor level. Whereas, none of them argue to have a very poor level. We notice from the obtained results that the level of the vast majority of the students lies between good and average, this considers a positive indicator that students are aware and interest in developing their writing level.

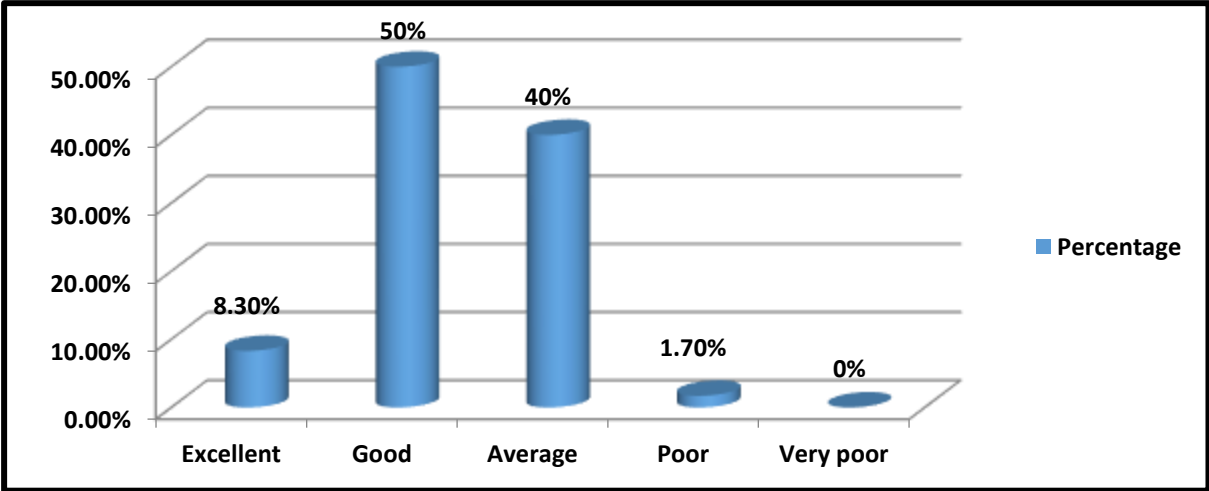
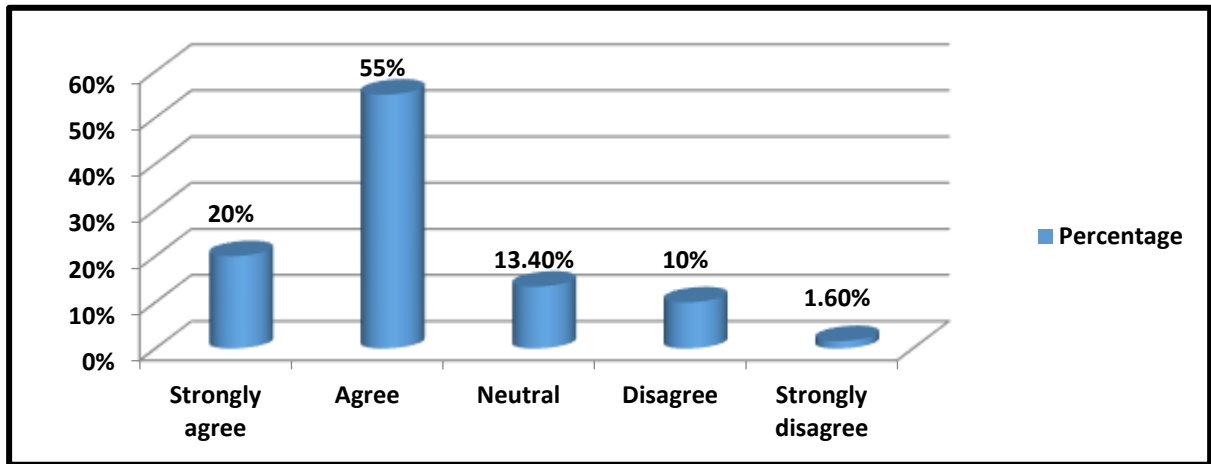


Figure 13: Students' writing proficiency level

**Section Two: Writing process**

**Students' attitudes towards recalling topic- related vocabulary**

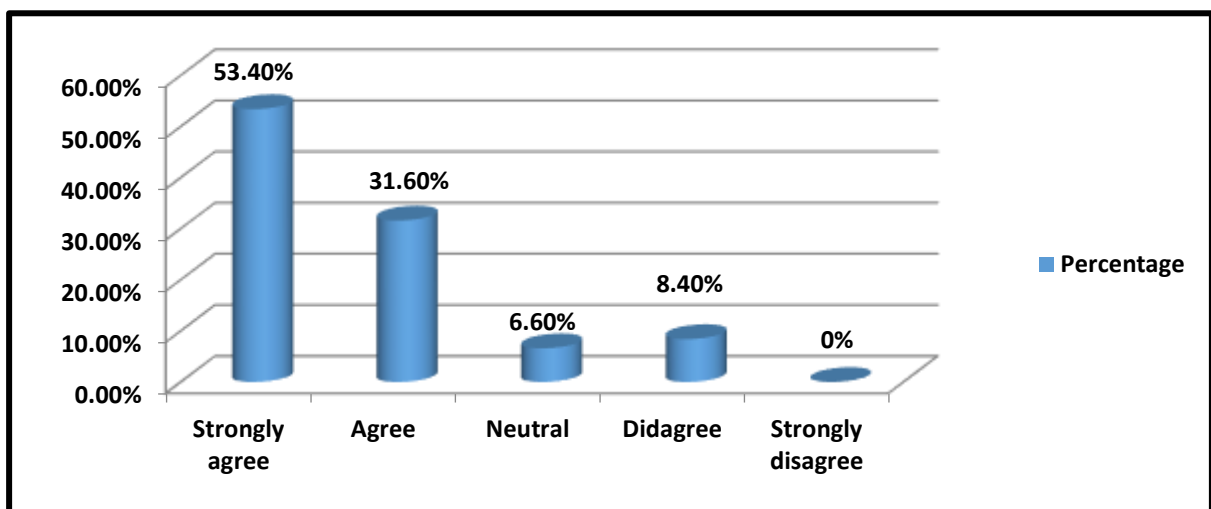
The figure (14) shows to what extent participants try to remember words that are related to the topic before starting their writing. The majority of them respond with agree by percentage of( 55%) , it is followed by the answer strongly agree with 20%, whereas some of them( 13,4%) answered by being neutral, five of them showed their disagreement toward this step in addition to only one student that replied with strongly disagree by percentage of 1.60



**Figure 14:** *Students' attitudes towards recalling topic-related vocabulary*

**Students' perceptions towards brainstorming and getting down ideas before writing.**

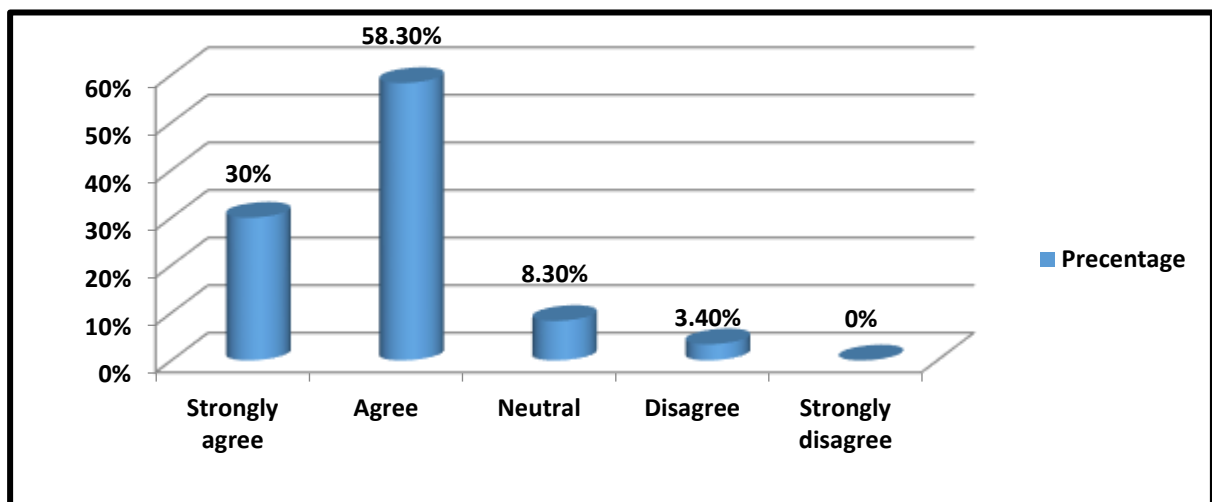
From figure (15), we notice that more than half of the sample with 53.4% declare their strong agreement with the statement of brainstorming and getting down ideas before writing, in addition to a considerable number 32% who answered with agree. The rest answers are divided between who claimed their disagreement with the suggested statement by (8.4%), and between who were neutral with (6.6%).



**Figure 15:** *Students' perceptions towards brainstorming and getting down ideas before writing.*

**Students' views about the ability of supporting and developing the topic idea while writing.**

With the statement of the ability to support and develop the topic idea we find that most students claimed their ability with 85.30% as it is demonstrated in figure (16). 30% of the sample showed their strong agree toward this statement. 8.3% of the students are neither agree nor disagree, while the few remained with 3.40% stated their disability.

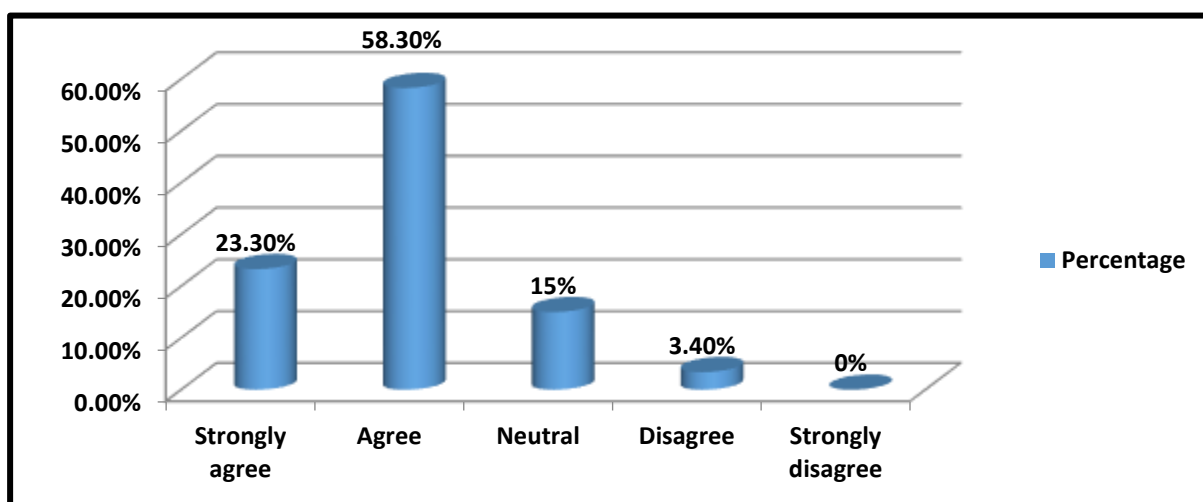


**Figure 16:** *Students' views about the ability of supporting and developing the topic idea while writing.*

**Students' views about their ability to write a good paragraph.**

It is clear from the figure (17) below that a significant number of students (35) with percentage of (58.30%) agree that they can write a good paragraph, in addition to 14 students with (23.3%) who showed a strong agreement. Whereas, a few number of students with (3.40%) disagreed with the above statement and the rest (9) students, who presents (15%) from the sample, were neutral concerning their ability to write a good paragraph.

The high level of students' ability to support and develop the topic idea and the high ability to write good paragraphs as it is shown by the results of the two previous statements may be explained by the fact that they have received a well structured and organized lessons concerning the development of writing skill since it is the complex and the hardest skill to be acquired. The results also reflect students' interest and tendency to learn and acquire this foreign language.

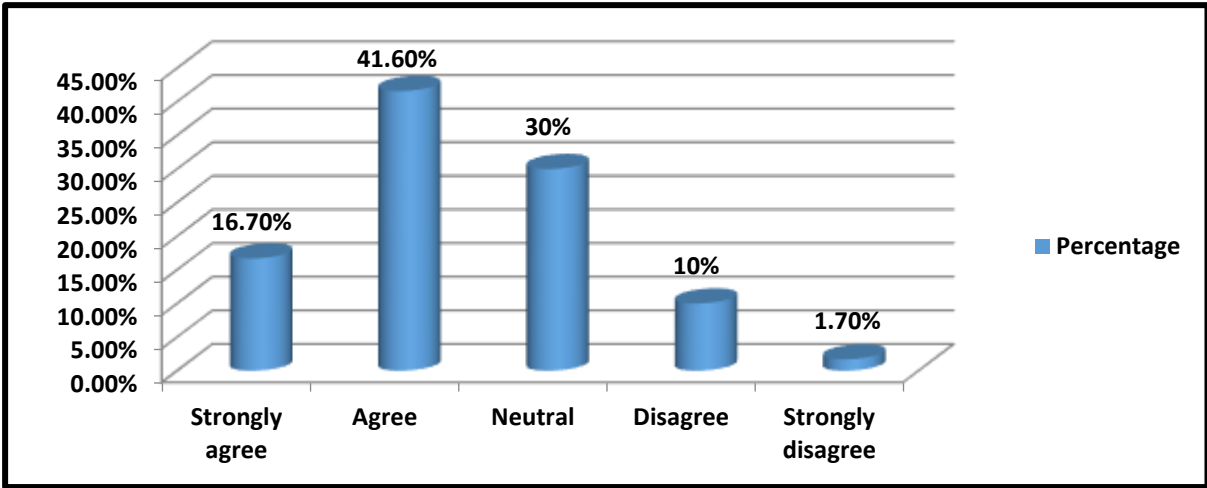


**Figure 17:** *Students' views about their ability to write a good paragraph*

### **Section Three : Mind Mapping Technique in Paragraph and Essay Writing**

#### **Students' attitudes toward using mind mapping technique in tasks of writing.**

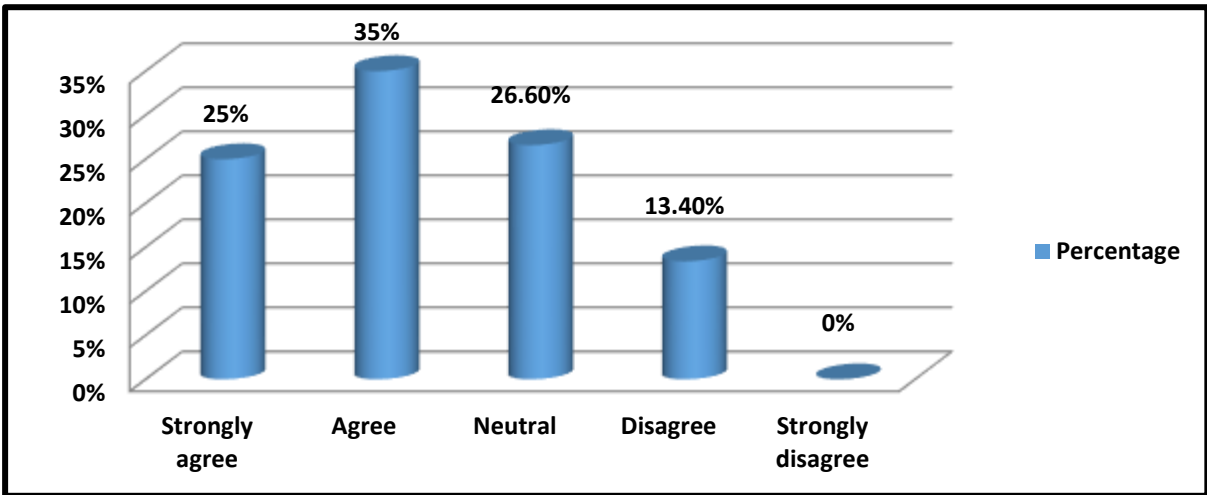
The data presented in figure (18) indicate that a considerable number of students, about(41.60%) of the sample, use mind mapping technique in their writing tasks. 10 students with (16.70%) emphasized their use of mind mapping by answering with strongly agree. 30 % of the sample did not decide about their use of this technique in writing tasks. Meanwhile, 10% claimed their disagreement and only one student with (1.70%) showed a strong disagreement. We notice from the above data that a considerable number of students are aware and familiar with the use of the mind mapping technique.



**Figure 18:** *Students' attitudes toward using mind mapping technique in tasks of writing*

**Students' perceptions about the thought that mind map motivates students to write.**

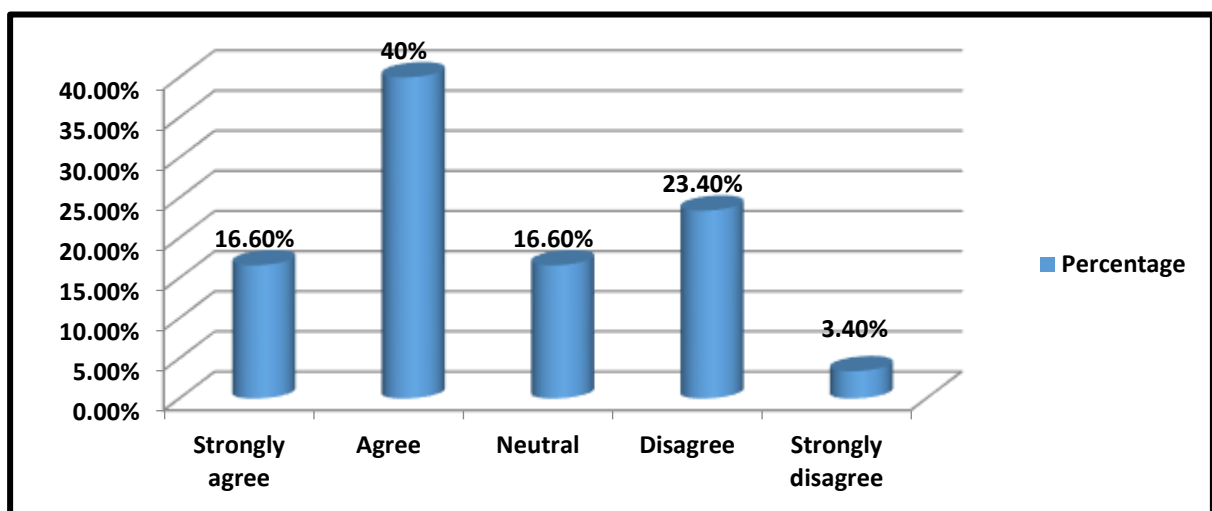
Concerning the statement that mind mapping motivates students to write, 35% of the sample agreed that it motivates them. While, 25% of them emphasized the role of mind mapping in increasing their motivation by selecting “strongly agree”, and 13.40% declared that mind mapping technique does not motivate them. Whereas, 26.6% of the sample could not decide whether it does motivate them or not.



**Figure 19:** *Students' perceptions about the thought that Mind map motivates students to write*

### **Students views toward the difficulty of writing without using mind maps.**

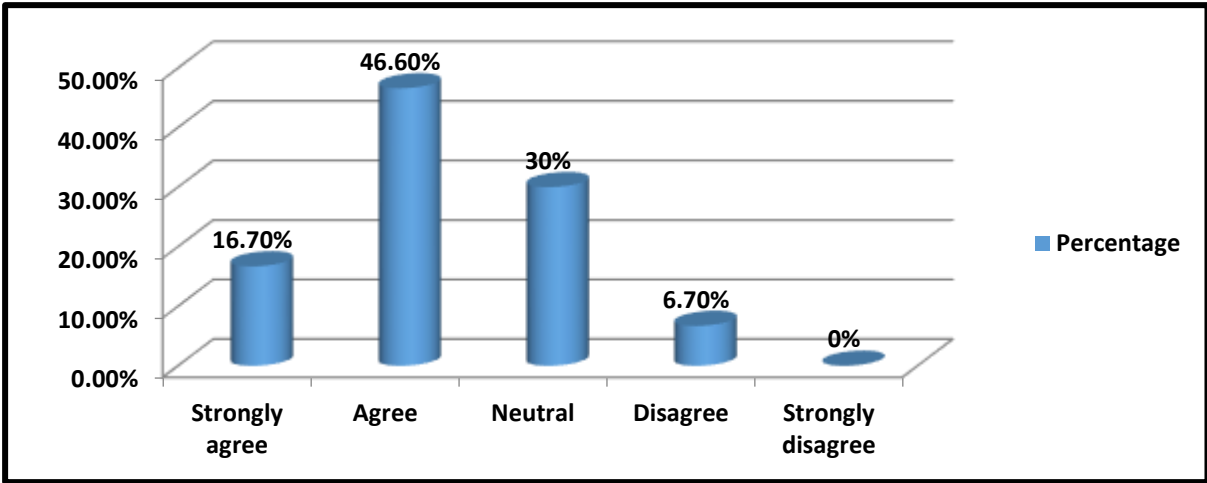
The results shown in figure (20) revealed that most students with (40%) found the writing process difficult without integrating mind mapping. Also, (16.60%) of the sample confirmed the difficulty of writing without using mind maps by selecting strong agree. However, (23.40%) disagreed with this statement. (3.40%), also, showed their strong disagreement. The remained percentage (16.60%) represents students who were neutral. This disparity in opinions may be due to some factors such as experience and intelligence.



**Figure 20:** *Students' views toward the difficulty of writing without using mind maps*

### **Students' opinions about the idea that using mind mapping makes them confident of their writing.**

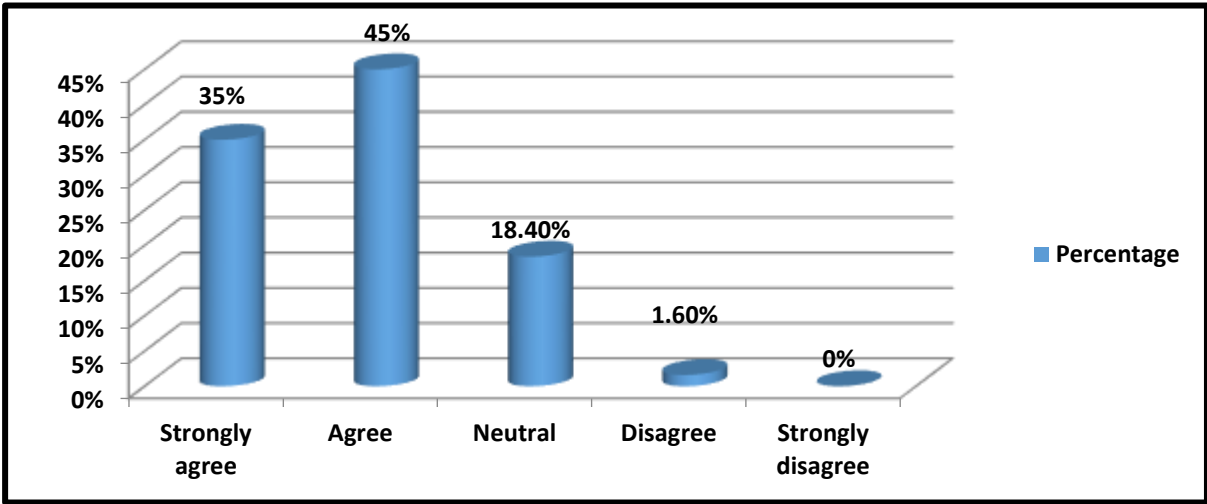
The replies given by the respondents as shown in figure (21) indicate that the vast majority of the sample responded positively to the statement and agreed that mind mapping makes them confident of their writing with (46.60%) agree, and (16.70%) of the participants chose strongly agree, (30%) did not decide, while only (6.70%) responded negatively. These results emphasizes the efficacy and the usefulness of mind mapping technique on students' confidence.



**Figure 21:** *Students' opinions about the idea that using mind mapping makes them confident of their writing*

**Students' beliefs toward the idea that mind maps help to explore students' imagination and creativity**

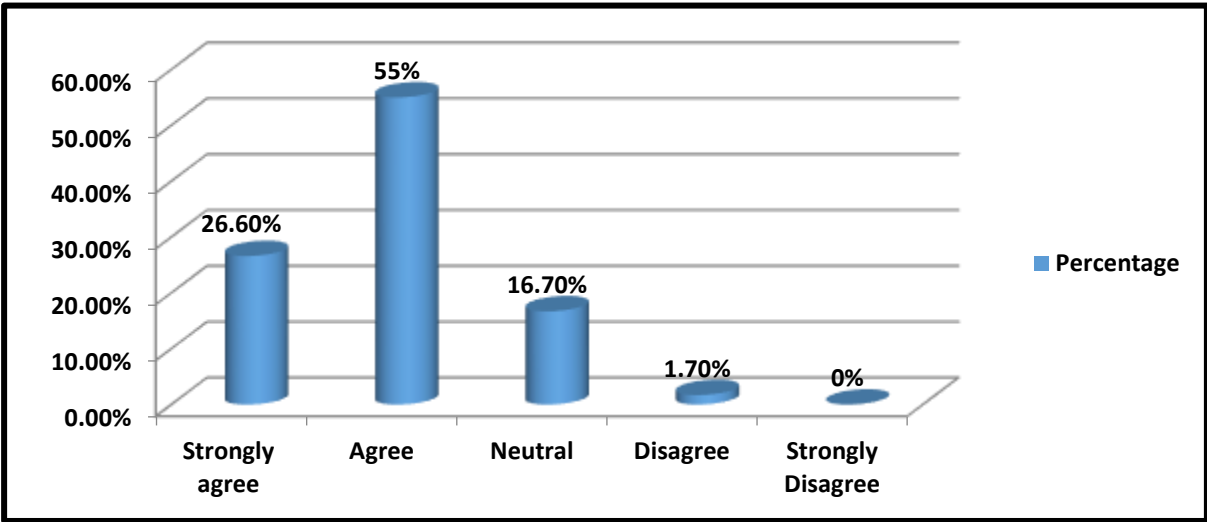
From the figure below, we notice that 45% of our participants believe that mind mapping helps in exploring students' imagination and creativity, and 35% of them strongly agree. We find as well that 18.40% of our participants do neither agree nor disagree, with a little percentage (1.60%) of the respondents who disagreed.



**Figure 22:** *Students' beliefs toward the idea that mind maps help to explore students' imagination and creativity*

**Students' points of view about the idea that mind maps help students get an in depth understanding of the writing topics.**

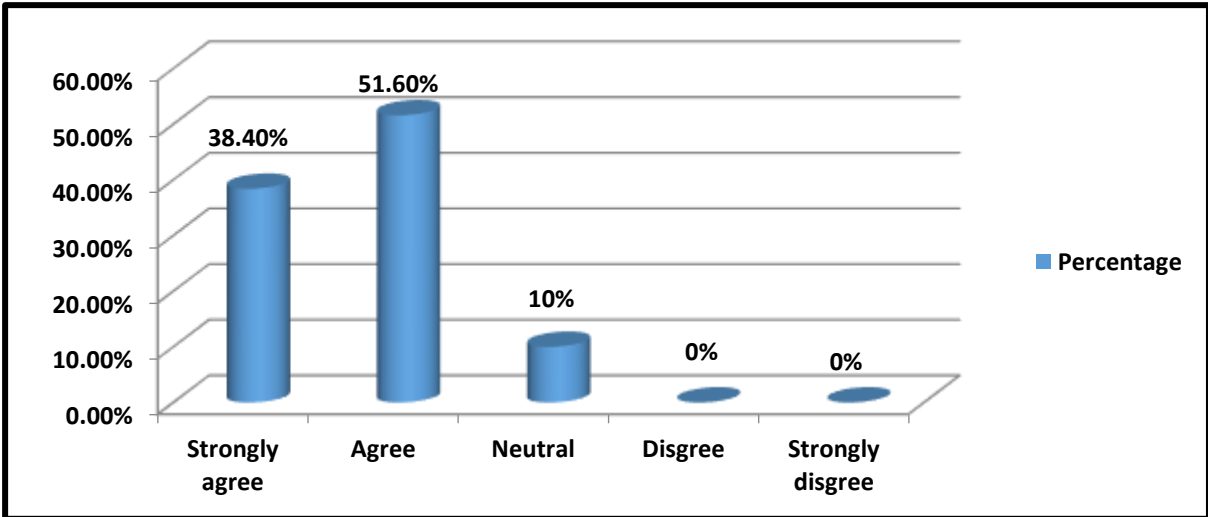
The results reported in the figure (23) reveal that the majority of our sample asserted that mind mapping technique helps deeply in understanding writing topics and this can be seen where 50% of them agree and 26.60% strongly agree. While only one student with 1.70% disagreed. In addition to that, 16.70% from the sample showed neither agree nor disagree. These results prove and demonstrate the usefulness of mind mapping technique.



**Figure 23:** *Students' points of view about the idea that mind maps help students get an in depth understanding of the writing topics.*

**Students' thoughts about the usefulness of mind mapping in identifying the basic ideas and the sub ideas in an attractive way.**

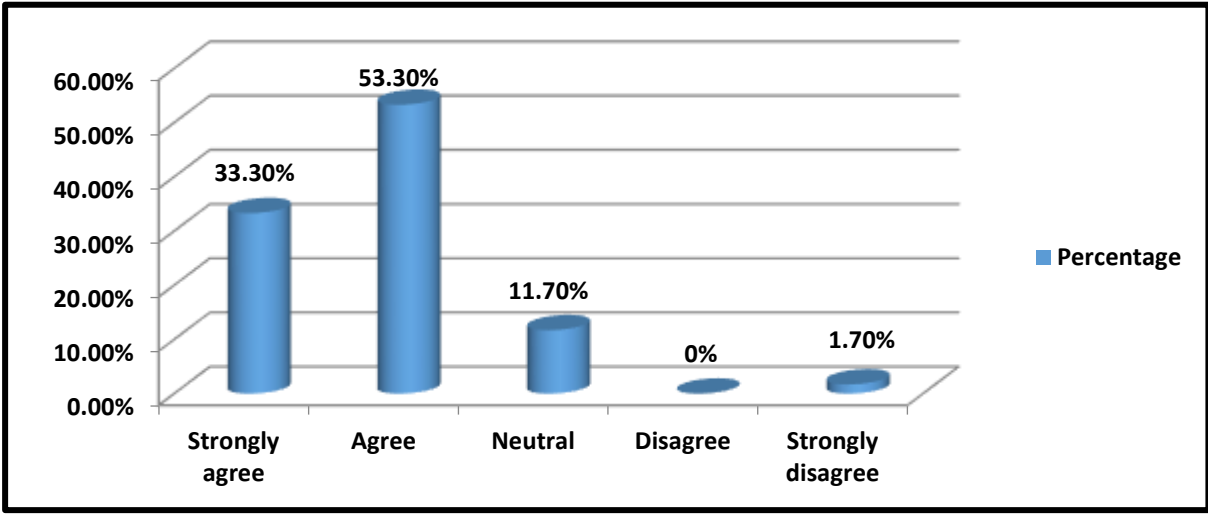
It is clearly shown from figure (24) that nearly all the respondents 90% (51.60 agree, 38.40 strongly agree ) agreed the usefulness of mind mapping in terms of identifying the main and the supporting ideas in an attractive way, with no disagreement. The left 10% represents the respondents who neither agreed nor disagreed with the above statement.



**Figure 24:** *Students' thoughts about the usefulness of mind mapping in identifying the basic ideas and the sub ideas in an attractive way.*

**Students' beliefs about the idea that mind map clarifies the relationship between main idea and sub ideas**

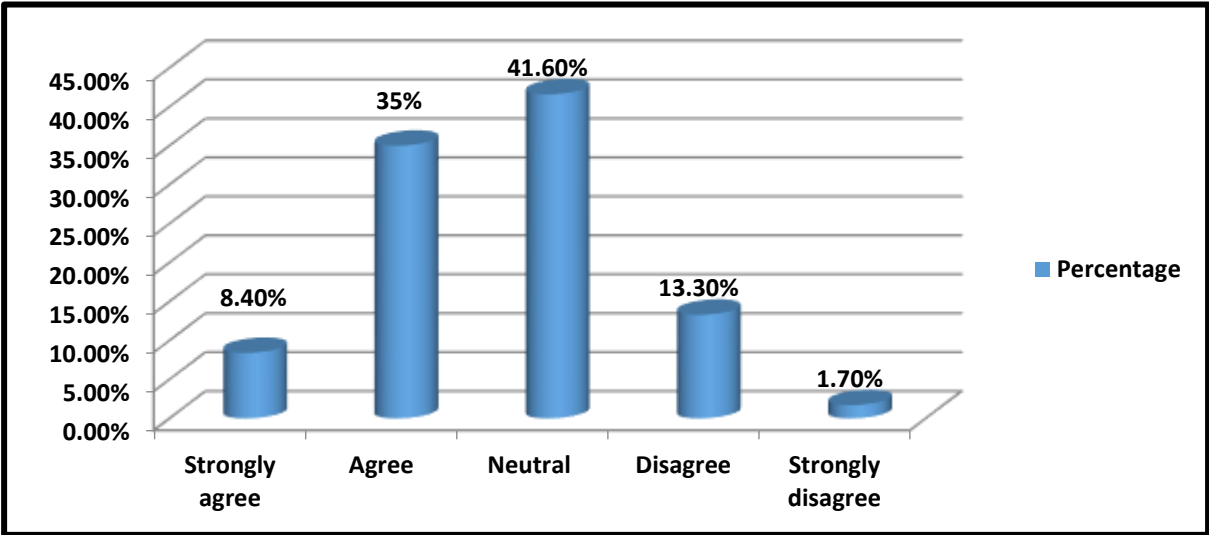
The answers provided here, as we see in figure (25), indicate that, as usual, the majority of respondents claim that mind mapping clarifies the relationship between main and sub- ideas with total of 86.60% (33.30 strongly agree and 53.30 agree), While only one strong disagreement and seven kept neutral.



**Figure 25:** *Students' beliefs about the idea that mind map clarifies the relationship between main idea and sub ideas.*

**Students' attitudes toward enhancing vocabulary skill using mind mapping technique .**

Concerning the effect of mind mapping on students' vocabulary, the obtained results show a huge difference comparing with the previously founded. The highest percentage devoted to neutral where 41.60% of the sample could not reach a decision, then comes agree with 35%, disagree with 13.30%, strongly agree with just 8.40% and the rest 1.70% for strongly disagree. In fact, the results were shocking. This may be explained by the fact that students were not attentive to this point before. Therefore, they could not decide .

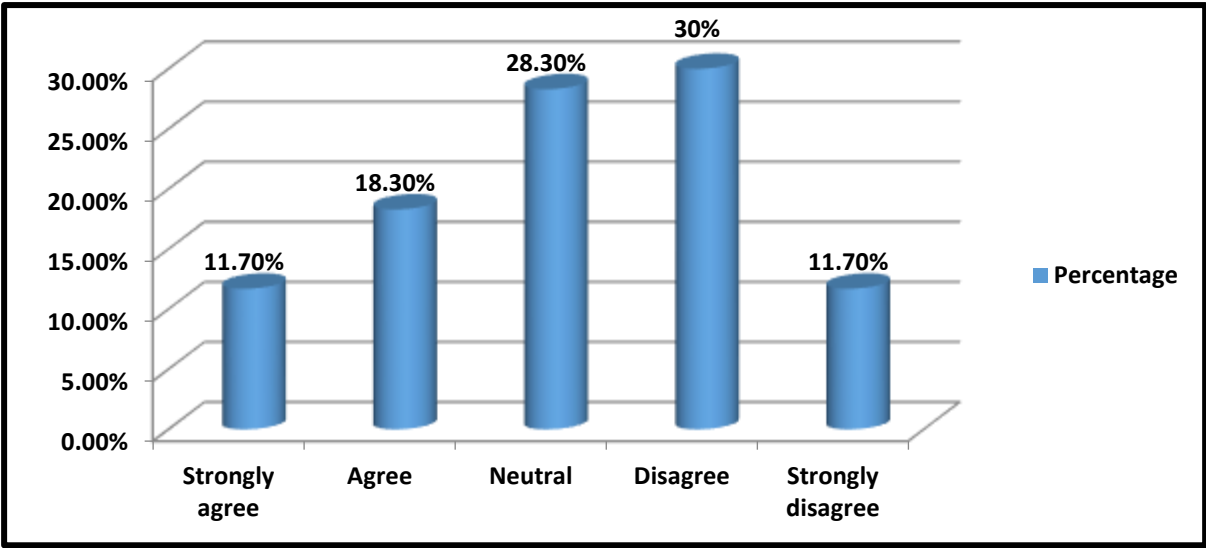


**Figure 26:** *Students' attitudes toward enhancing vocabulary skill using mind mapping technique.*

**Students' opinions concerning finding a difference when using mind maps or not before writing**

Figure (27) reveals that most students disagree with the statement that there is no difference between using mind mapping and not using it before writing with 30% followed by neutral with 28.30 %. 18.30% represents who agreed while the same percentage is shared between strongly agree and strongly disagree with 11.70%. From these results, we realize that

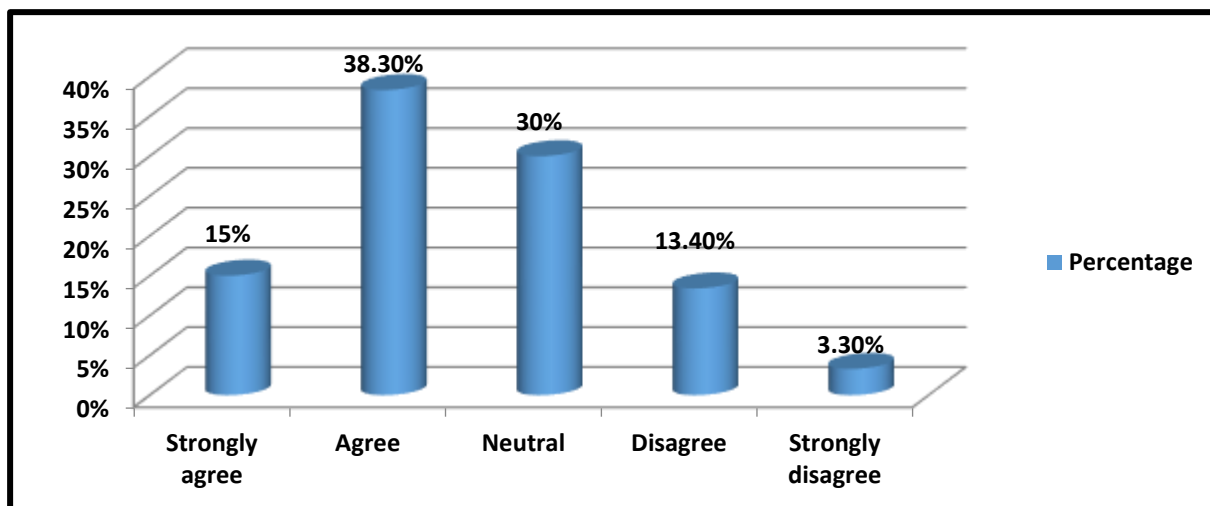
most students find a difference when using and not using mind mapping during writing, this proves and asserts the efficacy of mind mapping technique.



**Figure 27:** *Students’ opinions concerning finding a difference when using mind maps or not before writing*

**Students’ perceptions about the thought that creating mind maps is a time consuming task .**

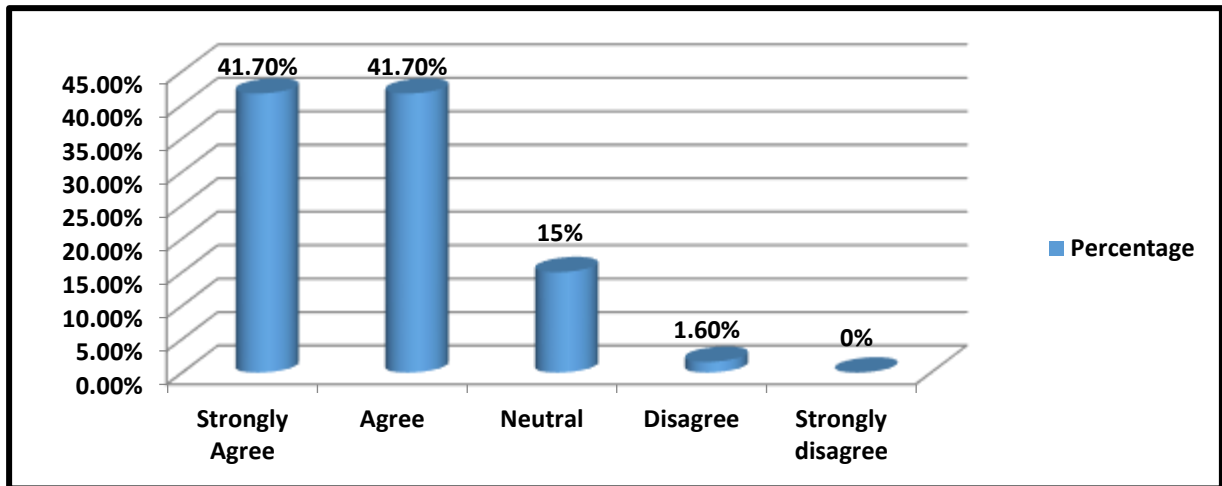
The below graph shows that slightly more than the half of students responded with agree for the statement that mind map is a time consuming with total of 53.30 % (divided between agree 38.30% and strongly agree 15% ), while 30% kept neutral,13.40% disagreed, with 3.30% who strongly disagreed . The majority of students responded with agree, this can be extremely true in an exam situation with lack of experience. However, with enough experience and practice mind mapping would not be time consuming, it would be time saving.



**Figure 28:** : *Students' perceptions about the thought that creating mind maps is a time consuming task*

**Students' views toward the use of personal touch like colors, images, and symbols in mind maps makes learning easier and more interesting.**

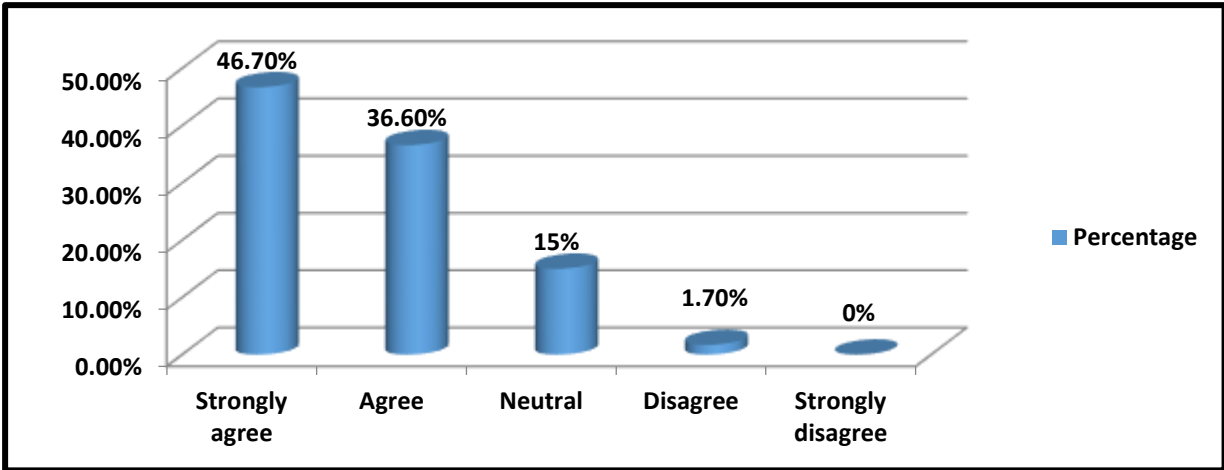
As it is demonstrated in figure (29), we recognize that the vast majority of our sample agree with the statement that using personal touch like colors, pictures, images in mind maps makes learning easier and interesting with total of 83.40% divided equally between agree and strongly agree with 41.70%. Then neutral with 15%, and 1.6% for disagree. Most students responded positively with this statement, this could be explained by the fact that mind mapping simulates the human mind in its work, so it serves and suits both right and left brain people.



**Figure 29:** *Students' views toward the use of personal touch like colors, images, and symbols in mind maps makes learning easier and more interesting.*

**Students' points of view about if the use of different colors and pictures in mind map help them remember information better.**

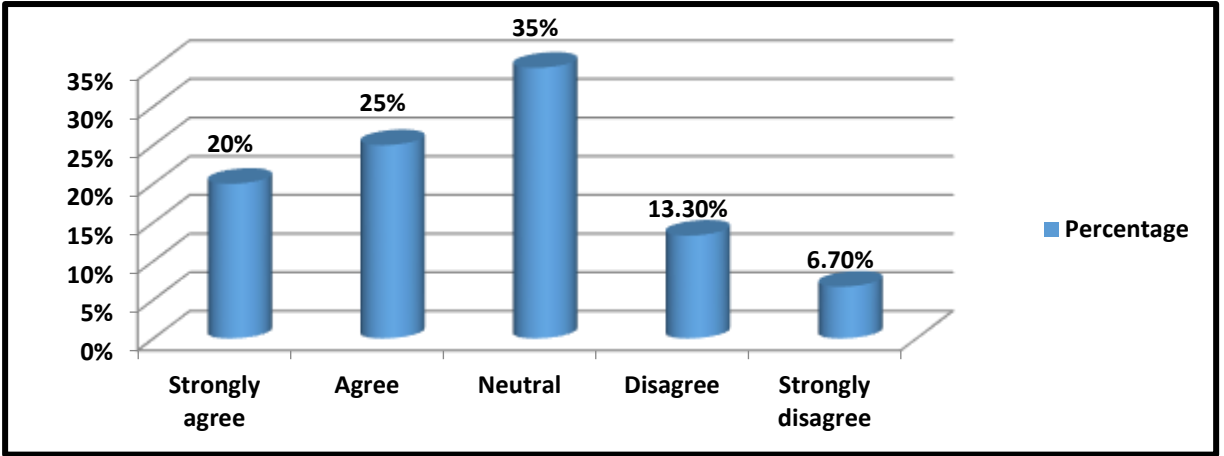
Figure (30) indicates that almost all students responded positively with the statement that using different colors, pictures in mind mapping help in remembering information better, with a total of 83.30% divided between strongly agree and agree, 15% kept neutral and 1.70% disagreed. The choice of the majority can be explained by that by using pictures, colors, and favorite shapes, learners, from a side, avoid to get bored and enjoy learning, and from the other side, scientifically speaking it helps them to store information for a long term and easily retrieve them with using associations.



**Figure 30:** *Students' points of view about if the use of different colors and pictures in mind map help them remember information better.*

**Students' feelings toward the need for a help and an extra-training to create a mind map.**

Figure (31) shows that the majority of students show their need for an extra training on how to make mind maps in order to learn how to use it effectively with total of 45% between agree and strongly agree. 35% of the participants show no determined decisions, and the rest 20% is divided between disagree and strongly disagree. From this results we notice that, either learners did not practice mind mapping with their teachers at class or they learnt it but with little attention and practice.



**Figure 31:** *Students' feelings toward the need for a help and an extra- training to create a mind map.*

### **1.1.5. Discussion:**

The analysis of the first section of the questionnaire has revealed that the majority of the students were females (81.60%). As it shows that almost all students were aged between twenty one to twenty four (83.40%) while the rest were aged between twenty five to twenty eight, and that most of them have a good and average level in writing in English.

In the second section of the questionnaire which was about writing process. The vast majority of students (75%) agreed about trying to remember words that have a relation with the topic. While for brainstorming and writing down related ideas, nearly all students do it before writing in order to produce a one coherent whole product. Besides that, most of the participants ensured their ability to support and develop the topic idea, and half of the students confirmed that they have the ability to write a good paragraph this is because they follow some steps that enables them to have a good compositions.

The third section of the questionnaire, which was about using mind mapping technique in writing, indicates that the majority of students use mind maps in tasks of writing, and half of them said that it motivates them to write more and achieve better, and for them writing is difficult without using the mind mapping technique because it raises their confidence about their writing. While almost all students demonstrated that mind maps really help to explore student's imagination and creativity where it reflects each student's way of thinking and this may be the key for developing writing verity and productivity. Moreover, more than half of the students claimed that it helps deeply in understanding writing topics, so, if they understood well the topic they can develop a well product. Also, it helps them as well in determining and identifying the main and the sub-ideas in an attractive way as it clarifies the relationship between the basic and the sub-ideas. In addition, most of the students denied the idea that there is no difference if they use mind maps or not before writing, and nearly all students agreed that

using personal touch like colors, images, and symbols in mind maps makes learning easier and more interesting and helps them to remember better the information. Hence, it can be said that most of the students are aware of the usefulness of mind mapping before writing and more than that, they support it as a technique which enhances the students' composes.

However, half of the students said that they need an extra-training on how to create mind maps, and 38.30% said that it is a time consuming ,this may be because they did not have enough training and appropriate way to create mind maps. Beside that, 41.60% of the students could not decide whether it enhances their vocabulary skill or not and this may be explained by the fact that they focus more on content and on finishing rabidly their writing instead of focusing as well on vocabulary.

## **1.2. Teachers' interview:**

In addition to learners' questionnaire, four teachers of written expression in the department of languages of M'sila University were interviewed because the results that were obtained from this interview would help in dealing with the issue in depth, and assist in enriching the findings of the other data gathering tool (questionnaire), thereby establishing a profound view of the situation in focus. A structured interview has been used to shed light on the teaching of Written Expression module with using Mind Mapping Technique for third year EFL students at the same department during the academic year 2019/2020.

Crewell (2003) defines qualitative research as a useful inquiry that is used to explore and understand a fundamental phenomenon. Hence, we preferred to use the interview because it is the best method to help us answer our research questions. According to Wellington and Szczerbinski, "interviewing allows a researcher to investigate and prompt things that we cannot observe. We can probe interviewees' thoughts, values, prejudices, perceptions, views, feelings, and perspectives" (2007, p. 81). Also, Tuckman claimed that interviews help us to

look “inside persons’ head” (1972, p. 173). In fact, we were looking at the meaning they make and the experiences they had about using mind mapping technique while teaching writing.

We followed some steps to interpret the data. First, reading and rereading the interviewee’ responses. Then, we kept detailed notes and comments in the margins. After that, data were labeled, stored, and transcribed in order to be coded. The coding of data became an opportunity to consolidate all aspects of the data, and to glean the most important elements of the data pertaining to the research questions. Hence, the segment of data that fitted the codes were identified while the new codes were generated if some did not fit. Then, the coded items were categorized and put into themes. Moving to identifying the thematic patterns, here, the researcher used the Thematic Analysis which is “... a method for identifying, analyzing and reporting (themes) within data” (Braun & Clarke, 2006, p. 97). In this method of analysis, researchers “go through the text segments in each code (or group of related codes) and extract the salient, common or significant themes in the coded text segments” (Stirling, 2001, p. 392). Moreover, we tried to make meaningful, concise, and precise themes. Boyatzis emphasized that themes should be: “(a) conceptually meaningful to the phenomenon studied; (b) clear and concise, communicating the essence of the theme in fewer words possible; and (c) close to data” (1998, p. 31). Finally, a full analysis and discussion of the data generated by the teachers’ interview will be introduced.

### **1.2.1. Discussion of Teachers’ Interview:**

The interview includes twenty-four questions; these questions are grouped into three broad sections.

The first section consists of two questions to gather general information about the interviewee. With regard to their answers, three out of four teachers has a doctorate degree, while the other teacher (interviewee 01) has a master degree. For the second question,

respondent one has five (5) years teaching experience, respondent two has eleven (11) years teaching experience, respondent three has seven (7) years teaching experience, and respondent four has eight (8) years teaching experience. Accordingly, all interviewees have appreciated experience in teaching writing which may help to cover more reliable and very convincing data about teaching writing. The second section is about writing, it involves two themes:

### **Writing Difficulty and Students Level:**

Concerning teaching writing, three teachers (R1, R2, R3) claimed that it is difficult to teach it. While for the fourth teacher, she claimed that it is easy and difficult because for her it is easy when giving instructions but hard to make students write good productions, saying that: “It is easy to teach it but very difficult to get all students to write in a good way” (interviewee 4, q 3-4).

While for the other teachers, it is difficult because of the time needed to practice, as the second interviewee claimed: “It requires a lot of time, efforts, practice, skills, and dedication” (interviewee 2, q 3-4), and because it needs huge amount of effort. In that, the first interviewee asserted that: “It is difficult in terms of efforts and time needed to teach it” (interviewee 1, q 3-4).

Concerning their students’ level, all teachers claimed that they have an average level due to linguistic problems that appear during evaluating their writings. According to the second teacher, “They do lots of mistakes in grammar, punctuation, spelling, vocabulary. This is shown in the evaluation of their writing productions” (interviewee 2, q 5-6). Moreover, another teacher (the fourth interviewee) confirmed that they lack the ability to commend the basics of good writing, saying that :“The majority does not have a good command of the requirements of good writing” (interviewee 4, q 5-6).

### **Writing Techniques:**

For using writing techniques during the writing class, all teachers use them to enhance students' writing achievement. The first interviewee claimed that she uses techniques of the first stage of the process approach which is "pre-writing", she said: "I use the writing process steps: brainstorming, drafting, and revising" (interviewee 1, q 7-8).

Whereas respondent two, affirmed that she uses "listing, clustering (mind mapping), and free writing" (interviewee 2, q 7-8).

Moving to section three which is about using mind mapping technique in teaching writing. It includes five themes:

### **Reasons behind Using Mind Mapping Technique:**

The first question was whether they use this technique or not, the results showed that they all use it while teaching because it eased the students to think and arrange their ideas, according to the interviewee two, she emphasized that: "It helps learners organize their ideas easily. It is easier than listing because the ideas in the mind mapping technique are already organized" (interviewee 2, q 9-10). Similarly, the third interviewee ensured that: "Since it makes things clear and easy to be understood by almost all students" (interviewee 3, q 9-10). While interviewee one(1), affirmed the usefulness of mind mapping technique in writing saying that: "It is part of the syllabus and it is very useful" (interviewee 1, q 9-10).

### **Reasons behind Using Mind Mapping Explicitly:**

All teachers use it explicitly in order to exemplify mapping on the board to master it and benefit from it before they write their compositions. In that, the forth teacher clarified that: "I apply it on the board with my students to make sure they have understood, then I encourage them to do the same in small groups" (interviewee 4, q 11-12). Moreover, interviewee three

justified that: “In order to make students learn and master this helpful technique” (interviewee 3, q 11-12).

### **The Usefulness of Mind Mapping Technique:**

All of teachers added that it is useful tool. The first interviewee stressed that: “It is easier and faster for organizing a piece of writing” (interviewee 1, q 13-14). Beside that, they can use it easily, the forth interviewee said that: “It is easily applicable” (interviewee 4, q 13-14).

The interviewees supported using it before writing because it is effective as an instructional and learning tool. The first interviewee asserted that: “I find it an effective manner for helping students with the task of composing an essay or a paragraph” (interviewee 1, q 15-16). As well as, the third interviewee highlighted: “It helps me a lot in explaining the lecture” (interviewee 3, q15-16).

Furthermore, participants were asked whether they teach their students how to mind map or not. They all said yes in order to encourage their creativity, the third interviewee affirmed that: “To make them learn how to think critically and to enrich their creativity and to provide them with permanent learning” (interviewee 3, q 17-18). Also, to make them learn in a concret manner, and that is what the second interviewee has claimed, saying that: “They need training in concert way to imitate the procedure” (interviewee 2, q17-18).

### **Mind Mapping as a Motivational Technique:**

Another key point, teachers were asked about, is motivation. All respondents asserted that it motivates learners to write because it is enjoyable; hence, they express their ideas freely. The second teacher revealed that: “They don’t believe that they could produce such a great number of ideas where they can express their ideas freely and they find it funny too” (interviewee 2, q 19-20). Likewise, the forth teacher emphasized that: “Learners like drawing

arrows and boxes, and find it helpful to memorize information” (interviewee 4, q 19-20). Additionally, the third interviewee noted that: “It incites them to think about almost all possible factors/causes/reasons that may contribute in the arise of a given phenomenon” (interviewee 3, q 19-20).

### **Mind Mapping as an Applicable and Enhancing Technique:**

Additionally, three of the teachers ensured that mind mapping is not difficult once it is clarified and exemplified. In that, the first interviewee claimed that: “Once explained and exemplified, students get used to it” (interviewee 1, q 21-22). Beside that, it suits weak and good learners, the third teacher achieved that: “As I have been using it for years, it is helpful for all levels of learners” (interviewee 3, q 21-22).

Yet, only one teacher ( the forth interviewee) who said that it is difficult because it suits visual learners only, saying that: “It depends on the students’ learning styles. If the stdent has a visual style it would be easy for him. If he has an auditory style I guess it may not be that easy for the student to use it. Hence, it requires visual intelligence” (interviewee 4, q 21-22).

The final question was whether mind mapping technique enhances learning writing or not. All teachers asserted that mind mapping technique enhances learning writing. According to the second teacher, “This technique plays an important role in generating ideas. If students manage to find ideas and plan them successfully without making a lot of efforts, they will succeed to produce good writing productions” (interviewee 2, q 23-24). Furthermore, the forth interviewee confirmed that:“It helps the students to visualize, organize his/ her ideas. It also helps them come up with ideas and information related to the topic” (interviewee 4, q23-24).

### **1.2.2. Interview results:**

Depending on teachers' responses, teaching writing is extremely difficult, especially, when students have bad or average level. That is why they use different techniques to make writing task easier like, drafting, listing, and mind mapping.

The results also reveal that mind mapping technique facilitates learning and helps students organize their ideas. In addition, teachers use it explicitly in order to help their students make use of this technique so they can use their creativity and their critical thinking. Particularly, when it is easy and funny during using it, as a result of that, students will be motivated to produce more and better productions.

## **2. Limitations :**

The findings of this study have to be seen in light of some limitations

Due to the current conditions in the world ( CORONA VIRUS ) and the measures that resulted from it ,we were obliged to make some changes concerning our study which in turn led to some limitations .

The first limitation was within the sample , the present study sought to investigate the topic from the perspective of third year students at Msila university with number of 64 student , but since the data collection process was through the social media (Face book) we could hardly reach 60 student.

The second limitation was with the teachers' data collection toll , normally, we planned to use face to face interview to collect teachers' responses to have the opportunity to take gestures and face expressions of the interviewee into consideration while analyzing ,but , unfortunately due to the current unfavorable circumstances (The virus ) we were obliged to conduct the interview via the internet .

The third limitation was within the nature of the study, such type of researches is better to be conducted using experimental design for richer and more detailed picture , but also due to the current situation and time constraint , we followed the descriptive design .

### **3. Implications:**

Based on the analysis and the obtained results ,it is implied that :

- Students should be more familiar with the teaching and Learning strategies of writing so that their writing skills could be improved , also , teachers should give more practice and attention to the writing skill and they should use various techniques during their writing teaching since they can motivate and encourage students to engage in the writing process , which in turn leads to the increasment and the enhancement of the students' writing level . Among the important techniques that teacher should consider and focuse on is the mind mapping technique due to its massive benefits .
- Teachers should sensitize and raise their students awareness about the usefulness of mind mapping technique in the writing process .This can be done through demonstrating the difference when using and not using it, and through sharing them their experiences with the use of mind maps .
- In addition , it is implied that teachers should be able to manage the class so that the process of implementing the mind map technique could work well , they also should be familiar with their students' needs and characteristics in order to design activities that could cover all the students' interests .

### **4. Suggestions and Recommendations for Future Research :**

The purpose of our research is to test the hypothesis that mind mapping strategy has a significant influence on EFL learners ability to write .Thus , based on the previously

mentioned limitations and the results obtained we present some recommendations and suggestions ,they are as follows :

Firstly, the population of our study is small due to the current situation in the world , so the results of this research cannot be largely generated ,therefore, more research on the effect of mind mapping strategy on students writing skill with large population is needed in order to generalize .

Secondly, more research is highly felt to emphasis the significance and the efficacy of mind mapping strategy on learners writing skill .

Thirdly , future experimental research about the usefulness of mind mapping technique in the writing skill is needed because it gives more detailed and clear picture.

Finally, syllabus designers and textbook writers should include mind mapping strategy as a teaching technique that should be taught and learnt because of its great positive effect that was shown by the research results .

## **General Conclusion:**

It is an acknowledged fact that learning to write is a difficult and long process. Henceforth, it is our responsibility to cover almost the needed range of students' needs to enhance their writing skills as much as possible whatever was the used technique to achieve that.

The objective of conducting this research is to explore the learners and teachers' views about using mind mapping technique among third year students of English department of M'sila university. Particularly, we have hypothesized that mind mapping technique has a significant influence on third year students' ability to write.

According to the research findings, which were based on the data gathered from the questionnaire, we revealed that the students have developed positive attitudes towards using this technique. when using it, they get motivated to get involved in the learning process and get engaged in thinking about the topics. Also, they use different colors and shapes by themselves to reflect their own thinking and their creativity, and this makes it more enjoyable. Furthermore, those who were complaining about the lack of ideas and luck of vocabulary have found some practical solutions through this technique. In addition, mind mapping technique has a good effect on developing their writing skills in terms of organization (where they can map and plan their ideas), mechanics, content, and language use as well.

While for the data gathered from teachers' interviews, it is indicated that teachers believe that mind maps are effective in learning and in improving students' creativity and in providing permanent learning. Beside that, they argued that it needs a visual intelligence and it gives learners a chance to express themselves freely and that is easily applicable, and it can improve the writing skill for all different levels of language learners whether good, average, or poor.

It is our hope that this research has contributed to provide a clear background about the use of mind mapping technique in M'sila University, and can pave the way for further research about writing and mind mapping technique.

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# APPENDICES

## Appendix 01: Students Questionnaire

**Dear students,**

You are kindly invited to answer the following questionnaire which is a part of a research we are carrying out about teachers and learners views toward using mind mapping technique in writing. Thanks in advance.

**A brief definition for mind mapping:** is a way to brainstorm thoughts, is a type of diagram with lines and circles for organizing information so that it is easier to use and remember.

### Section One: Background

1. Gender:

Male  Female

2. Age:

.....

3. Writing Proficiency Level :

Excellent  Good  Average  Poor  Very poor

### Section Two : Writing Process

**Choose one Answer**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.I try to remember words that are related to the topic before writing					
5.I brainstorm and get down ideas before writing					

6.I can support and develop the topic idea while writing					
7.I can write a good paragraph					

### Section Three : Mind Mapping Technique in Writing Skill

Choose one Answer

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.I use mind mapping technique in tasks of writing					
9.Mind map motivates me to write					
10.Writing is more difficult without using mind maps					
11.Using mind mapping makes me confident of my writing					
12.Mind maps help to explore students Imagination and creativity					
13.Mind maps help students get an in-depth understanding of the writing topics					
14.Mind map is a useful tool to identify he basic ideas and the sub-ideas in an attractive way					
15.Mind map clarifies the relationship between main idea and sub-ideas					
16.Mind mapping enhances my vocabulary skills					
17.There is no difference if I use mind maps or not before writing					

18. Creating mind maps is a time consuming task					
19. Using personal touch like colors, images, and symbols in mind maps makes learning easier and more interesting					
20. Using different colors and pictures in the mind map help me remember information better					
21. I need a help and extra training to create a mind map					

## **Appendix 02: Teachers Interview**

### **Teachers' Interview**

**Here are some questions designed in order to investigate teachers' views about the use of mind mapping technique in writing class .**

#### **Section one : Background**

- 1- Teacher's qualification :
- 2- How long have you been teaching at Msila university ?

#### **Section Two : Writing skill**

- 3- How do you find teaching writing ?
- 4- why ?
- 5- How do you describe your students' writing skills ?
- 6- why ?
- 7- Do you make use of writing techniques in writing class ?
- 8- why ?

#### **Section three : Mind Mapping Technique**

- 9- Do you use mind mapping technique while teaching ?
- 10- why ?
- 11- How do you use mind mapping , explicitly or Implicitly ?
- 12- why ?
- 13- Do you find mind mapping a useful tool ?

14- why ?

15- Do you support using mind mapping technique in teaching writing ?

16- why ?

17- Do you teach your students how to mind map ?

18- why ?

19-Do you think that mind mapping motivates students ?

20- why ?

21-Do you find mind mapping technique difficult ?

22- why ?

23-Do you think that mind mapping can enhance learning writing?

24-why ?

## الملخص :

تم استعمال العديد من التقنيات من اجل تحسين انجازات الطلاب في مقياس الكتابة , منها ما كان فعالا ومنها ما لم يكن كذلك. من بين هاته التقنيات تقنية رسم الخرائط الذهنية . كان الغرض الأساسي من إجراء هاته الدراسة هو استكشاف آراء الطلاب حول استخدام تقنية رسم الخرائط الذهنية كأداة تعليمية مرئية لتعلم الكتابة وأيضا آراء الأساتذة حول استخدام هذه التقنية كأداة تعليمية لتعليم الكتابة بقسم اللغة الانجليزية بجامعة المسيلة . لضمان المصداقية تم اعتماد الطريقة المختلطة حيث تم في هاذا البحث استخدام الاستبيان لطلاب السنة الثالثة للغة الانجليزية والمقابلة مع أساتذة التعبير الكتابي. أظهرت النتائج المتحصل عليها أن اغلب الطلاب وجدوا هذه التقنية فعالة حيث ساعدتهم على تذكر وتنظيم وتطوير أفكارهم إلى جانب أنها شجعتهم على الكتابة, أما بالنسبة للأساتذة فهي تقنية محسنة مشجعة ممتعة و قابلة للتطبيق في المحيط التعليمي والتعلمي , حيث انه باستخدام تقنية رسم الخرائط الذهنية سيكون الطلاب أكثر نشاطا ويندمجون مع أنشطة التعلم مما يساعد المدرسين على التعرف على اهتمامات واحتياجات كل طالب حتى يتمكنوا من مساعدتهم على تحسين انجازهم الكتابي .