Importance of Mind Mapping in Enhancing the Students' Writing Skills

Case Study: First Year LMD Students at Ibn Khaldoun University of Tiaret

A Dissertation Submitted to the Department of Letters and Foreign Languages in Partial

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Dedication

In the name of God, most Gracious, most Merciful. All the praise is due to Allah alone, the Sustainer of all the worlds.

Firstly and foremost, I would like to give my unforgettable thanks to the most Graceful and most Compassionate and Almighty (Allah) who provided me with a lot of blessing that can never be counted.

Special dedication for my lovely dear friend Amel, without her this work wouldn't be possible.

I dedicate this work:

To the only person with the exception of God nothing is more important: to you mum.

To my thoughtful father who has helped me to make my dream a reality, thank you dad.

To my dear sister Fatiha who has supported me, shared the hard moments with me and encouraged me to go further.

-To my small family; my beloved husband and my dear son.

To all my brothers and their sweetest first candles that have enlightened my family

-To my twin Ismail and my best brother and friend Bachir.

To my second sister Malika who has supported me.

 Finally, to all my friends who shared with me life at university and at work.

Mrs. Fatima Zohra BOUROUINA

Dedication

This humble work is dedicated to:

*My dear mother who left this world since 23 years.

*My father who made me who I am today.

*My family members, the Berroubas, sisters and brothers.

*My sweetheart son Nassif and my dear husband Fares Ahmed, they both filled my life with love and joy.

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*My best friends Nawal, Yesra, Chahinez and Nacera.

Mrs. Amel BERROUBA

Acknowledgements

Abstract

This research aims at exploring the importance of mind mapping, as a prewriting strategy, and its positive impact on EFL learning. One could notice that this significant strategy seems to be somehow neglected in the process of writing. The present research tries to come up with some solutions that are supposed to help our students know how to use mind mapping and rely on it each time they write. It is assumed that the academic contexts of writing could give us the opportunity to answer our research questions; consequently, the work opted for a mixed-method approach, both qualitative and quantitative, to explore the problem and develop a detailed understanding of our central phenomenon. Data were gathered through a classroom observation and a questionnaire composed of fifteen questions administered to a sample of 40 first year LMD students of English at Ibn Khaldoun University of Tiaret. The results were convincing, after analyzing the data taken from our questionnaire. Our participants believed that mind mapping was important in their writing process. Most of them agreed it helped them in different levels of writing, in generating, organizing and writing their ideas. Indeed, a great improvement in student's organization and generation of ideas was clearly seen. Our research has definitely proven that this method is easy, fast and helpful; when taught properly, it helps students write their essays, generate more ideas, and be more organized.

Keywords: Mind mapping, Approach, Writing, Assessment, Teaching Writing

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EFL: English as a Foreign Language

ESL: English as a Second Language

TOEFL: Test of English as a Foreign Language

IELTS: International English Language Testing System

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1- Topic

Writing is a very complex process. It is not only putting words on paper, but also the act of expressing one's own ideas in a smooth way, with the influence of the social and cultural knowledge that the writer possesses. Hence, It takes time and practice. During the process of writing, depending on the background knowledge of the writer; he uses some techniques and strategies to come up with the final version by which he is satisfied.

First, he will design the skeleton of his essay; using prewriting strategies like free writing, brainstorming, drafting, planning and most importantly mind mapping. Starting from generating ideas, the writer uses brainstorming and free writing, to write down whatever comes to his mind. Then he will try to refine his ideas, and to focus on only what is relevant and important. In this case, the writer uses mind mapping, planning and outlining as a source of text organization. Indeed, the writer starts to write his first draft relying on the previously generated ideas. After preparing for writing, the writer starts the process of writing and organizing his essay in a clean paper. He will start with the introduction which covers the main ideas of the text, and holds the thesis statement. It has to be short and reliable. After the introduction, the writer starts to develop his essay reaching the body. He has to assign for each paragraph a topic sentence followed by supporting details to clarify and exemplify the topic sentence. On the other hand, he may use transitional signals and cohesive devices to link up ideas together in a coherent way. At the end, the writer wraps up his essay by a conclusion in which he states what the topic was about and covers the main important ideas of the text.

No version is the last version; accordingly, the writer's version is not the final one. It needs to be modified and checked through reading, re-reading and proofreading the essay to check the mistakes committed and to correct them, before it is being handed to the teacher. In what has been said before, we can realize how much important prewriting strategies are. Besides, prewriting strategies are used to generate and gather ideas make a plan or a mind map and use this plan to write the first draft. For these reasons, we decided to focus on this research on mind mapping and its importance in making coherent and organized essays.

2- Rationale

The reason behind conducting such a research is that students tend to start developing essays without preparing for them, even though teachers advise them to prepare for writing by using certain strategies like mind mapping. They always rush for the process of writing and neglect the importance of preparing for writing. Accordingly, we decided to shed light on mind mapping, since it is an easy and hand able prewriting strategy that they can resort to any

time they want. Through classroom observation, we noticed that almost all students do not use this strategy before they start writing, and if they do, they do not give it too much importance. That's why they come up with unorganized andincoherent essays.

For these reasons, we decided to conduct a research on this interesting area which deserves closer attention and much exploration. We intended to know the origin of the problem of neglecting this important aspect in writing, and we will try to come up with solutions that we expect will help students show how to use mind mapping and rely on it each timethey write.

3- Statement of the Research Question and Hypothesis

*We raised the following questions:

-How far is mind mapping manifested in planning in essay writing?

-Why do students neglect the use of mind mapping when writing essays?

-Do they have enough writing practice?

-Does the teacher give clear and specific instructions to the students?

-Does the teacher control and monitor the process of writing activities?

-Is the use of mind mapping able to improve students' writing skill?

*We raised also the following hypotheses:

-Mind mapping is very important in essay writing and it helps students have an organized essay.

- If students were made aware of the importance of mind mapping, they could write goodessays.

- If students were thought how to use mind mapping, they could use it each time they writean essay.

4- Methodology

In this section, some significant points will be referred to in order to show the way the present study was conducted, the materials used and the aim behind carrying out such research.

4.1- Materials

For this research, we chose randomly 1 group from the first year classes. We conducted a classroom observation as well as a questionnaire which consists of **15** questions. Together with the questionnaire, we were to administer a test to evaluate their writing abilities by making the experimental group write an essay using outlining, and by the control group write an essay without using any prewriting technique. We were willing to conduct an evaluation of

their final papers presented at the end of the test using a comparative analysis. We attempted to know the importance of this strategy in writing and what impact it has on the students writing. However, we were not able to reach all the targeted audience.

4.2- Sample

We intend to work with first year students since they start studying about the essay in details at this level. Their age is between 18 and 23 years old.

5- Aim of the Study

This study aims at detecting the importance of using mind mapping that students forget when they write. It aims also at investigating how to use mind mapping in a good way to produce organized essays.

Chapter One

Teaching Writing Skill

Chapter One

Teaching Writing Skill

Content

Introduction

Writing is a very complex process. It is not only putting words on paper, but also the act of expressing one's own ideas in a smooth way, with the influence of the social and cultural knowledge that the writer possesses. Hence, it takes time and practice.

During the process of writing, depending on the background knowledge, the writer uses some techniques and strategies to come up with the final version through which he is satisfied. First, he designs the skeleton of his essay; using prewriting strategies like free writing, brainstorming, drafting, planning and most importantly mind mapping. Starting from generating ideas, the writer uses brainstorming and free writing, to write down whatever comes to his mind. Then he tries to refine his ideas, and to focus on only what is relevant and important. In this case, the writer uses mind mapping, planning and outlining as a source of text organization. Indeed, the writer starts to write his first draft relying on the previously generated ideas. After preparing for writing, the writer starts the process of writing and organizing his essay in a clean paper. He starts with the introduction which covers the main ideas of the text, and holds the thesis statement. It has to be short and reliable.

After the introduction, the writer starts to develop his essay reaching the body. He has to assign for each paragraph a topic sentence followed by supporting details to clarify and exemplify the topic sentence. On the other hand, he may use transitional signals and cohesive devices to link up ideas together in a coherent way. At the end, the writer wraps up his essay by a conclusion in which he states what the topic was about and covers the main important ideas of the text.

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So the first chapter, of this research, is devoted the writing skill. Writing was first defined by highlighting its importance and showing the process of writing as well as the major approaches to teach it. Prewriting strategies were also tackled in addition to other important points like learners' difficulties and assessment in writing.

I.1 Definition of Writing

Writing is a productive skill of English that enjoys a special status within the framework of the competency-based approach. It is the graphic representation of thoughts, feelings and information that a writer wants to transmit to an audience with the purpose of informing, narrating or persuading. In fact, Writing challenges many EFL learners who found it difficult to master since it is based on strict and fixed academic rules. Collins and Gentner (1980:62) held:

> "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"

Many researchers tried to define writing. Flower and Hyes (1981:366) stated ***"writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing"***. This means that writing is not a spontaneous activity. It is in fact a whole system that is composed of many skills which are divided into Macro level skills such as planning, organization, coherence, cohesion, clarity, layout and mechanics in addition to the micro level skills such as spelling, punctuation, grammar, and vocabulary and word choice. Engaging into the process of writing needs both mental and physical efforts as well as time on the part of the writer because writing isn't a random act but it is a sophisticated skill wherein learners must generate their ideas, which need to be monitored, selected, and prioritized; to translate the ordered ideas into text, using correct lexicon, grammar and genre rules; and to review the text in order to clarify meaning and eliminate errors**.** Biggs, et al. (as cited in Singleton-Jackson, 2003: 60)

I.2 Importance of Writing

Achieving a certain mastery of English writing skill has become a must if we consider current circumstances. International exams like TOEFL and IELTS which guarantee students with a brilliant career always assign examinee written tasks (paragraph and essays). Also, access to prestigious universities besides workplace and business is all based on having a good writing style. For instance, many people who became eminent and influential worldwide, whether they are bloggers, social media activist, news reporters, journalists, scenarists and novelists, share all one common feature that is mastery over English writing.

In the Algerian educational context, writing is given a high importance both at schools and universities. Teachers often assess students on the basis of what they write. Even final year exams like the Baccalaureate and *'Brevet d'enseignement moyen'* that usually transmit learners from a level to another one are of a written mode. Similarly, in universities students have to submit written project in every module in addition they get asked to write a dissertation that allows them to graduate and have a university degree (diplomat).

Chappell (2011) mentioned the following points on the importance of writing: writing helps to:

• Express one's personality.

• Foster communication.

• Develop thinking skills

• Make logical and persuasive arguments.

• Give a person a chance to later reflect on his/her ideas and re-evaluate them.

• Provide and receive feedback.

• Prepare for school and employment.

Accordingly**,** Walsh (2010) stated that writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just with anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or a successful graduate later.

I.3 Approaches in Teaching Writing

An approach of teaching writing is simply a view how writing should be taught to learners and which aspects of writing should be stressed more. Researchers in the field of writing agree on three main approaches being used by English language teachers in the historical course of English language teaching. These approaches are: the Product Approach, the Process Approach and the Genre-Based Approach.

I.3.1 Product Approach

It is the oldest and the most practised approach in the field of teaching writing around the world. In some books, it is labeled as the traditional or text-based approach. As its name implies, the product approach is about the accuracy of the final product of writing. Accuracy as defined by Parrott relates to the learners' use of grammar, vocabulary, phonology, and the extent to which this is error-free. Consequently, writing revolves around the writer's mastery

of the grammatical and lexical systems of the language. The teacher starts by presenting texts and students have to imitate the modeled texts given by their teacher. Pincas (1982:02) explained that learning to write in the product approach as consisting of four stages. It starts with the familiarization stage in which students get acquainted with different features of texts, and then they move to the controlled writing stage where they practise skills to be prepared before moving further to the stages of guided writing and the free writing.

Subsequently, the product approach to the teaching of writing is based on several principles because teachers put a great emphasis on the teaching of features of grammar and sentence. Additionally, teachers regard the provision of modeled texts for students as the main tool for students to avoid committing mistakes (Lázaro, 1996:92).This approach is criticized of neglecting the communicative competence since learners become good text-imitators and masters of syntax and mechanics, however their ability to generate ideas and to think critically remains at a low level. Also, teachers assess and score their learners on the basis of text's form (grammar, punctuation, mechanics…etc) which is only a small part of writing assessment.

I.3.2 Process Approach

The philosophy of writing shifted from the written product in which linguistic knowledge is prioritized to the process the learners go through to produce a piece of writing that is comprehensive (both form and content.) The process approach is described as a recursive and cyclical because learners think first about what they will write, draft and revise their writing before editing and publishing the final product.

Applebee (1986:08 cited in Kroll, 1999) notes that the process approach *"provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar)"*. Another feature of the process approach is the inclination towards learner-centeredness. It encourages collaborative work, peer-feedback and creative thinking. The teacher assumes the role of a facilitator leaving the chance for learners to find their writing voice. Johns (1990) argued that the process approach allows learners to be:

• Preparing writing through creation and other prewriting activities.

• Revising their papers at the universal levels, generally through group work.

• Postponing concerns with error correction of the sentence-level until the final stage. (cited in kroll,1990)

I.3.3 Genre Approach

It is the latest approach among the already mentioned ones. The genre approach is about familiarizing learners with some types of text structures like how to write an email, a job letter, an apology, a recipe, an advertisement …etc before introducing them to the writing activity. Swales (1990:320) defined it as:

> "A genre comprises a class of communication events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style."

From Swales' definition, it is obvious that the genre approach is purely communicative in the sense that writing serves a function. A good piece of writing in the genre approach is the one that takes into account the social context and the expectations of the readers. Thereby, the selection of both the structure and the content of the product are highly crucial to achieve a given purpose.

I.4 Process of Writing

The teaching of writing in a foreign language starts from the process of writing itself. We cannot talk about teaching writing without explaining the writing process. Indeed, the process of writing is the fuel to teaching writing in a foreign language. It is mainly used to look into the ways and steps native speakers use while writing and developing an essay while the general purpose of writing an essay is to express oneself thoroughly using words.

Harmer (2004:15) said that ***"to be deprived of the opportunity to learn to write is…to be excluded from a wide range of social roles including those which the majority of people in industrialized societies associate with power and prestige."*** This emphasizes the relationship between the teaching of writing and the learner's society and culture.

Indeed, writing can be considered a necessity in a larger context of life beyond the classroom, not just another section that will come up in the context of a standardized national examination. Riswanto and Putra (2012) stated that writing is one of the language skills that will never become obsolete in education. It is not only essentially important in language class, but also in other classes of other subjects, and Ahangari and Behzady (2011) mentioned that writing is one of the best ways to keep track of learning.

Many writers to talk about how underestimated the importance and complexity of writing is namely Richards' (1990, p.100) says that the nature and significance of writing has often been underestimated in language teaching, and in foreign language teaching, writing has often

been synonymous to grammar and sentence structure, whereas writing and learning to write is one of the most complex language skills. Nunan (1989, p. 12) agreed that ***"it is easier to learn to speak than to write no matter if it is a first or second language".*** When writing was first included in teaching curricula, it was viewed as a simple reinforcement of ***"what students learned to say"*** (Rivers, 1968: 51)

After the 1960's, writing gained importance and was considered central in the language learning context. Its understanding and use became largely valued in every discipline, each of which requires a specific method of teaching. Consequently, a great number of approaches and methods of teaching have come out. Although none of these approaches can be considered as ideal, they have all proved to be successful in one period or another (Nemouchi, 2008), among which: The Controlled-to-Free Approach, The Free-Writing Approach The free-writing approach, The Product-Oriented Approach.

I.4.1 Process-Oriented Approach and Genre Approach

Many researchers like Raimes (1987), Chenowith (1987), Hedge (1988), Kroll (1990) and Harmer (2004) acknowledged that writing is a recursive rather than a linear process, that writers rarely write to a preconceived plan or model and that the process of writing creates its own form and meaning. When we talk about writing as a process, we understand that ideas 24 are generated, put in first draft, organized and arranged in a whole, revised and corrected, and finally written in a final draft.

To explain more, Harmer's (2004) is presented below.

planning ⟶ *drafting* ⟶ *editing* ⟶ *final draft*
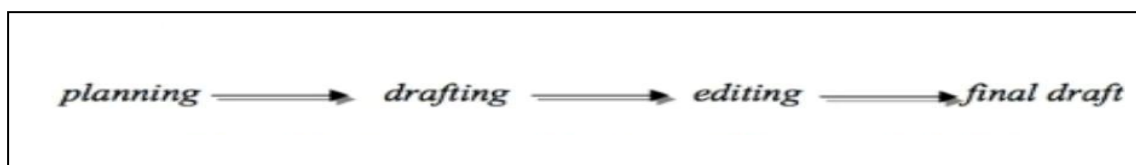
Figure 1.1: Process of Writing. (Harmer, 2004:5)

According to Harmer (2004: 5-6), this diagram is not satisfactory***; "the process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit." That is why Harmer presented the process of writing in a different way, in what he calls the 'process wheel'.***

14
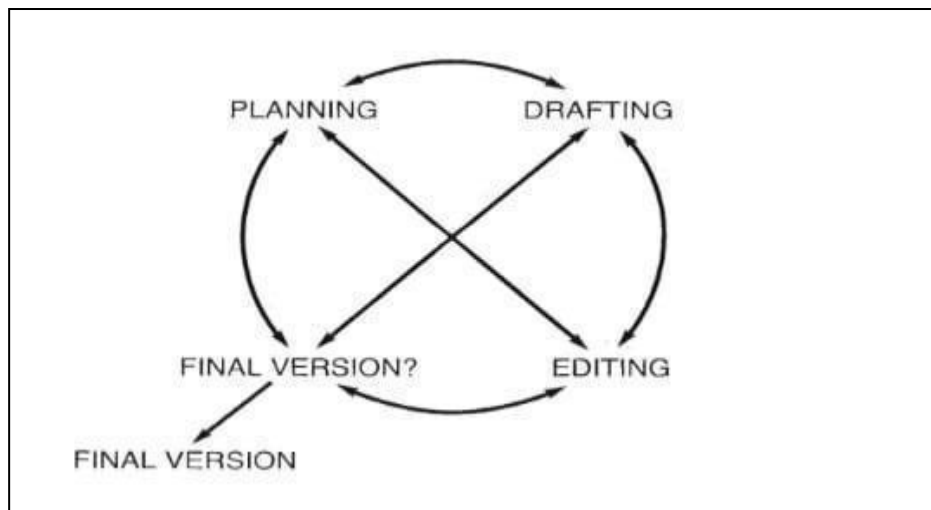
Figure 1.2: Process Wheel. (Harmer, 2004: 6)

Figure 1.2 shows that writers do not follow a neat sequence of planning, drafting and revising, they may move backwards and forwards until the process reaches its culmination by producing the final version.

In the writing process, ideas are generated, put in first draft, organized and arranged, revised and corrected, and finally written in a final draft. Nevertheless, in teaching the writing process, it should be noted that students will always use methods which they will find themselves. Nevertheless, we always have to make sure that every student has a complete understanding of the basic steps that they will need to use in some form such as the following strategies:

• Prewriting

• Drafting

• Self Revising

s find out what they have to say and when revising they come to check the meaning they have discovered.

   S. Kane (1988) defines the writing process as

• Peer/Adult Revising

• Editing

• Publishing

   Perl (1979) sees that writing itself is an act of discovery and that the writers invent or discover the specific words, details and syntactic structures as they write. Murray (1978) goes in the same direction saying that when drafting, writer thinking about it, doing it, and doing it again (revising). "Thinking about it" includes the choice of the subject and the organization of

ways to explore it. "drafting" is when the writer starts writing while "revising" includes re-reading, checking the mistakes and correcting them which makes the writing process based on these main important steps which they are prewriting, drafting and editing.

Moreover, many people fear a blank sheet of paper where even though they have ideas of what they want to say they don't know what to write; they get scared it will look wrong or stupid. Most high school graduates are not ready for college-level writing (Rothman, 2012), with students themselves noticing ***"a gap between the way they were prepared in high school and what was expected of them when they arrived at college."*** (Hoppe, 2014, p. 2)

In fact, writing is an academic literacy, requiring time and attention to master, which should be embedded within first-year curricula (Brady, 2013) and students are largely expected to pick this literacy up along the way (Brady, 2013; Wingate, 2007). Unfortunately, beyond the requisite writing, intensive courses have not been successful in developing students' ability to write cogently. (Bartlett, 2003)

Stark (2005) said that we should not put pressure on ourselves by thinking that we are going to write a perfect first draft. No one can sit down and write polished reports, letters, essays, and paragraphs without changing them at least slightly. Writing is a process. The first time you write a draft, it doesn't matter if your writing comes out wrong or sounds stupid to you because you can change it as often as you want. You can go over it until you are completely satisfied or until you need to shift gears. You can show your draft to your friend or family and get a response before you ever make it public. (Stark, 2005, p. 9)

He uses his imagination and cognitive abilities to make a correlation between the topic, the outside world, the audience, and the writing techniques used. The successful writer starts by choosing a topic, especially if he is assigned to write a free topic, or he has a number to choose from. The selection of the topic depends on the writer himself, whether it is interesting to him or not, or whether he has enough information about it to express them later or not. (Oshima and Hogue, 1999)

Selecting a subject seems like an easy task, but it is entirely possible to make critical mistakes at this early stage, sabotaging the ultimate outcome. Many students make bad choices at the outset-choices that, in the case of a dissertation, can literally waste years of effort. A good choice will not only be better from a scholarly point of view, but it will also provide a more do-able, fun, and satisfying creative activity for the writer. (Garson, G. D. 2001)

After choosing a topic, it must be narrowed down to be focused. But it is recommended that it shouldn't be too focused; there may not be enough information for a focused topic. Alice and Oshima (1999, 14)

A Very general topic

A General topic

Specific topic

Very specific topic
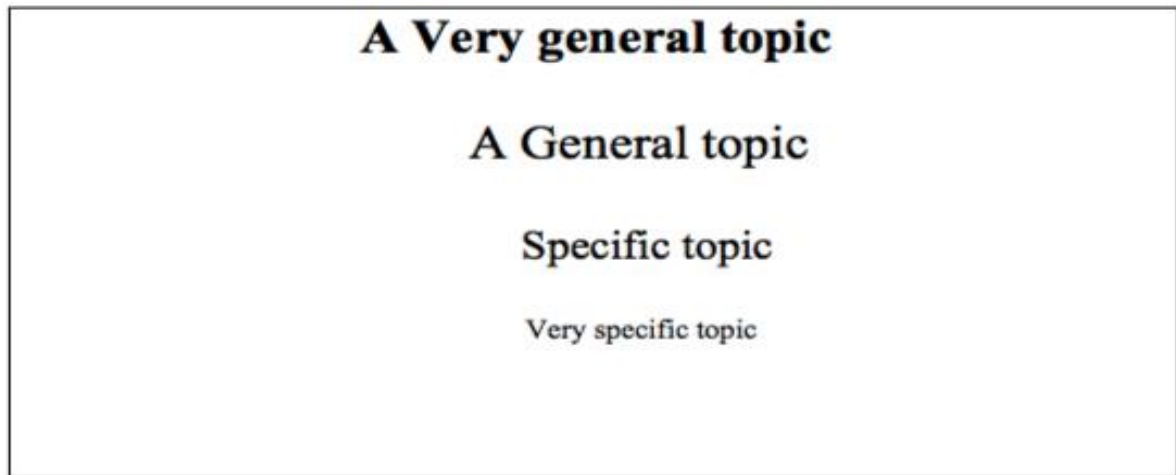
Figure 1.3: Alice and Oshima: Narrowing Down the Topic

It is known that students are sometimes required to choose a topic and to narrow it down to a specific one. It starts by thinking and generating ideas which allow them to find a very general topic which they work on narrowing down to a specific one. After that, students can actually start writing: nevertheless, most writers tend to plan intensively their writings before they actually start.

I.5 Prewriting Strategies

Prewriting is considered to be the first step of the writing process where authors generate ideas and order their thoughts. Prewriting strategies are defined as thinking about the topic. They are mainly used to generate ideas after choosing a topic and narrowing it down. The writer gathers, generates information and plays with ideas during the prewriting stage.

Many researchers such as Matsuhashi (1981) have found that because writing tasks become more complex and that more abstract thought is required, experienced writers also require more time to plan their writing. (Sundem, G. 2006)

There are many writing techniques to explore ideas which enable writers to approach the topic easily and effectively. These strategies are: brainstorming, free writing, drafting, planning, webbing, clustering, and outlining (Starkey, 2004).

Prewriting is an important phase in the writing process because as stated by Parson (1985: 105): ***"…students who are encouraged to engage in an array of prewriting experiences***

have a greater chance for writing achievement than those enjoined to 'get to work' on their writing without this kind of preparation."

The teacher's role, in this phase, is to guide students through their writing process by avoiding the emphasis on form which students usually consider greatly. This will help them develop strategies for generating, drafting and refining ideas. This can be achieved through setting prewriting activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revisions and delaying surface corrections until the final editing (Raimes, 1992). Murray (1988: 16) says that *"practice in writing, no matter how short the exercise is to make yourself confident about your writing and to improve your skills".* Indeed, prewriting exercises help students to find something to say about a specific topic and to improve their writing skills by providing them with opportunities to generate ideas, practise and write with more confidence. Murray (1988: 16)

In the writing class, it is crucial to make students aware of the importance of the prewriting stage. The prewriting activity could be practised in groups or with the whole class participation when it is a group work or individually when the writing assignment is individual. Here, teachers are advised to encourage students spend much more time in this stage as it reinforces the different steps of the process and ensures a more acceptable product.

During prewriting, the first step of the writing process, authors will generate ideas and put their thoughts in order. There are many strategies used in this stage among which the following:

I.5.1 Free Writing

Free writing is an unrestrained, spontaneous, and continuous generation of sentences for a long period of time. This strategy is pertinent to schema knowledge since the overall purpose of it is to expose the complete structure of the text. (Cooper and Patton, 2007) Free writing is based on the belief that writing freely helps improve our ability in writing. It refers to students writing without teachers' interference by encouraging them to emphasize content and fluency before anything. (Raimes, 1983)

D. Golka (2001, 21) says that Free writing is *"writing down your thoughts as they come to you… when free writing you let your sentences flow freely without thinking about whether the ideas are appropriate or the grammar is perfect… you just start writing".*

This concludes to the fact that it is just writing down ideas quickly as they are without paying attention to anything other than the ideas themselves. It doesn't take much time ,and it

is considered the easiest way for some because it consists of only writing whatever comes to our mind in a piece of writing.

This strategy is useful in generating more ideas about the topic, because the flow of chained thoughts helps us generate more. This is why free writing is also called "flow writing" as the writer receives a flow of ideas when he processes his ideas. The advantage of such a technique lies in its production, because this technique is a productive one; the writer can produce a huge amount of information, even if most of them are worthless. Students generally adopt free writing when they have few ideas about the topic which are not clear enough to be developed.

Free writing is also considered as a brainstorming activity, which aims to get the focus of the topic, the more the writer free writes, the more the topic gets focused and specific and the boundaries of the topic will start to show themselves up in a clearer more specific way.

Teachers, in this approach, include minimal correction as the focus is on quantity rather than quality; indeed, the emphasis is on content and fluency rather than on accuracy and form (Ghaith, 2002) The role of the teacher here is limited to reading learners' productions and sometimes making commands on the expressed ideas; pieces of writing should not be corrected, but possibly read aloud and the content commented upon.

Once ideas are down on paper, according to Raimes (1983), grammatical accuracy, organization and the rest follows gradually.

I.5.2 Brainstorming

Essentially, writing is a way of expressing thoughts, and good writing comes from good thinking and preparation (Harmer, J. 2007). Before students start writing something, it seems reasonable to offer them opportunities to think about the topic in question first and then start generating ideas. One way of helping students to overcome some problems they face in writing tasks, is the use of brainstorming activities, *"brainstorming activities motivate students who do not usually want to write by creating a non threatening atmosphere"* (Scane et al. 1991, p. 14)

Brainstorming is a set of techniques that may help the writer select an initial subject. It is a thinking act; it helps us produce and generate as many ideas as possible forgetting about mistakes and other factors. All the writer has to do is to write all what comes to his mind about the topic.

Like free writing, brainstorming is used for generating ideas about the topic. It is to write whatever comes to your mind by setting yourself free, Raimes (1983:10) sees it as a means of

"…producing words phrases, ideas as rapidly as possible, just as they occur to us, without concern to appropriateness, order, or accuracy." Indeed, brainstorming is to generate ideas at the beginning and then to come back to them later, and to choose only what is important, appropriate and suitable, neglecting the other ideas if they are not suitable and related.

(D.Golka, 2001)

Some prefer to skip brainstorming and go directly to the next step, but it is advisable to take the creative brainstorming phase seriously before proceeding. Brainstorming should not be considered an optional exercise. In almost all cases, a serious effort at brainstorming will generate significant improvements in the writer's research concept. Brainstorming is a worthwhile effort. (Garson, G. D. 2001)

Therefore, in an EFL environment where students typically struggle with writing tasks, a non-threatening atmosphere might assist in the development of their writing skills. This brainstorming stage can assist students to activate their prior knowledge and skills to apply to the writing task, and find out what information they already have and what they still need. (Rao, Z. 2007)

Garson (2007) sees that brainstorming is used to encourage the spontaneous non-stop flow of ideas. He believes that brainstorming generates more ideas if it is done on a group rather than individual basis. More ideas may be generated by a group of students because they have different backgrounds and views about a given topic. Meanwhile an individual may generate fewer ideas than a group of students. Nevertheless, we are interested in personal individual brainstorming which enables students to classify, organize, and clarify their ideas in a form of lists. It also provides them with a better understanding of the topic. Furthermore, it helps them have a narrowed, focused and relevant piece of writing. Brainstorming helps students comment on their targeted audience, set their goals and prepare themselves to write in the given context. Indeed, it raises students' awareness about the topic, the focus of the topic, the targeted audience and the goals behind writing a given text. One of the biggest advantages of brainstorming is that it requires virtually no preparation and it can be used with classes at any level and under any situation. (Buzan, T. 1993)

It is valuable to teach students different brainstorming techniques in order to activate their thinking and create ideas, which are essential to second language acquisition (Harmer, 2001). However, the ideas obtained at this stage may or may not be directly related to the topic, so brainstorming is beneficial in giving students the opportunity to see their ideas down on paper before they actually begin to write. (Harmer, 2001)

20

I.5.3 Mind Mapping

Mind mapping is also known under the name of bubbling, webbing or clustering. It is also known as concept maps, semantic mapping, knowledge mapping, think-links, graphic organizers or cognitive maps. (Svantesson, I. 1990) Mind mapping is defined as the use of diagrams which help organize ideas and represent words, tasks, ideas… It contains words, colors, short phrase and pictures (Buzan 2006). Mind mapping is also defined as the graphic representation of ideas which are usually generated through thinking and brainstorming. It shows the ideas which are generated around a central theme and how they are interlinked and is primarily used for stimulating thought. (Buzan 2002)

I.6 Planning and Outlining

In this section, many important points related to planning and outlining will be discussed in detail like: Thinking in Writing, Planning Stage, Definition of Planning, Hayes and Flower Model of Writing and Bereiter and Scardamalia Model of Writing.

I.6.1 Thinking in Writing

Using different cognitive strategies tend to process the knowledge we have in order to produce a piece of writing. Indeed, before starting to write or draft anything, we tend to think about the topic to recall our views on it and our previous knowledge about it. Before getting started to write, it is always helpful that the learner takes a moment and thinks about what he knows about a given topic.

Students are expected to be generative thinkers who move beyond basics to engage in deeper understandings (Langer 2000) (check this book: *Brain-friendly Strategies for Developing Student Writing Skills*)

Before understanding how and why a writer writes in a specific way, we have to know how he thinks and what his views are hand in hand with the social contexts of his writing. Bruffee (1984: 125) believes that:

> "Our task must involve engaging students in conversation among themselves at as many points in both the writing and the reading processes as possible; and that we should continue to ensure that student's conversation about what they should read and write is similar in as many ways as possible to the way we should like eventually to read and write. The way they talk with each other determines the way they will think and the way they will write".

He affirms that every person is born in a "conversation of mankind" due to which we can explain what we do including thinking and writing.

I.6.2 Planning Stage

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes, for others a few jotted words may be enough. (Kurniasih, T. R)

The process of writing consists of different steps. Usually, the activity of generating ideas ends up by making a plan. Planning a piece of writing is generally made by reading, organizing and classifying the prewriting notes. An effective plan gives direction to the work by following a logical order in dealing with ideas and information which helps guarantee the organization, clarity and coherence of the written piece.

Writing in academic contexts, must use cognitive strategies which require orderly and linear sequence of ideas. Indeed, research in the writing process provided us with useful information about the different stages of the writing activity and clarified the way they function and interconnect.

I.6.3 Definition of Planning

Planning includes generating ideas, organizing, and contextualizing them, including the topic itself and the related knowledge that the writer has. Researchers like Oshima and Hogue (1999) and Wyrick (2002) define planning as a necessary preparatory stage for organizing the information and the ideas we generate. In planning we create a link between the knowledge that a writer already has and the new ideas he generates by processing the knowledge and brainstorming it. Hence, to plan our writing, we usually start from reading the ideas generated in the prewriting strategies as planning which is a preparation for the drafting stage.

Emig also defined planning (1971:39) as: ***"That part of the composing process that extends from the time a writer begins to perceive selectively certain features of his inner and outer environment with a view to writing about them to the time when he first puts words or phrases on paper elucidating that perception".*** Researchers in second language writing claim that novice writers plan less than experts, the fact that novice writers think that these strategies are just a waste of time and at a time of doing them, they may lose important ideas, they focus on generating content, rather than organizing it. However, many criticized these strategies as they tend to lose their ideas when they try to plan and these strategies end up working as counter production.

In order to place these developments in perspective, we will refer to two of the most famous models of writing which most researchers focused on which are the ones developed by Flower and Hayes (1980), and Bereiter and Scardamalia (1987)

The Model of Flower and Hayes divided the writing process into three distinct parts: planning, translating and reviewing; it emphasizes on how to include considerations of writing intentions i.e.; what the writer intends to say to a given audience using specific strategies. They see the process of writing as a ***"a non-linear exploratory and generative process whereby writers discover and formulate their ideas as they try to approximate meaning"*** Bereiter and Scardamalia (1987) created another model of writing which was based on the previous assumption. It shows how skilled writers use the writing task to analyze problems, reflect on the task, and set goals to revise their thoughts and change their text and ideas.

I.6.4 Hayes and Flower Model of Writing

The Hayes and Flower model of writing (1980) focuses on both the internal influences of the writer as well as the process of writing. It divides the writing activity into three major components which are: the task environment, the writer's long term memory, and the process of writing. The whole writing process consists of planning, translating and reviewing. They first divide the planning stage into three parts: generating ideas, organizing and goal-sitting. During the generating sub-stage, the writer retrieves from their long-term memory the information relevant to the topic. The organizing sub-stage is concerned with choosing the most important information among the retrieved items and arranging them into an initial plan. Finally, the goal setting sub-stage develops criteria that will help to evaluate the retrieved material in relation to the criteria of purpose and audience.

According to Flower and Hayes' (1981) model, the drafting stage is, actually, a 'translating' stage in which the writer translates into correct written discourse information produced and transformed during the planning stage. Finally, revising for them is to polish up writing according to predetermined goals. Reviewing in Flower and Hayes (1981) model is the stage that is directed toward the amelioration of the quality of the produced text in relation to the pre-defined goal.

Flower and Hayes (1981) also focused on problem-facing and problem-solving issue in the writing process. They think that EFL writers face many problems when writing essays; these problems can be identified as lack of knowledge, and the problem of language knowledge. Students may have the appropriate knowledge but they cannot display it in a good language. To solve these problems, Flower and Hayes proposed another model of writing of talk aloud protocols where students may talk loudly and discuss with their peers the problems encountered. Hence, we can say that it focuses on what writers do as they write because it examines the problem in order to determine any difficulties a writer could experience during

the composing process. The "problem-solving activity" is divided into two major components: the rhetorical situation (audience, topic, assignment), and the writer's own goals (Cumming, A. 1998).

I.6.4 Bereiter and Scardamalia Model

It came after the Flower and Hayes (1981) model. It attempts to draw a difference between the processes used by inexperienced writers and those used by experienced ones. According to Bereiter and Scardamalia (1987), less skilled writers operate at the 'knowledge telling' level, while more skilled writers are involved in the 'knowledge transforming' level. This is mainly due to the fact that 'knowledge transforming' demands more skill and practice than just writing down ideas on paper. That is to say that it is far more complex than 'Knowledge telling'.

Bereiter and Scardamalia (1987) believe that it is a problem-solving task where writers have to deal with problems related to the generation of knowledge that is relevant and appropriate and using this knowledge in order to achieve the goals of the writing which means dealing with both 'the content problem space' and 'the rhetorical problem space'. Hence, 'knowledge telling' is more or less similar to the spontaneous act of speaking where much planning and revising are not required. According to Grabe and Kaplan (1996: 119), the major concern of unskilled writers is to transform their ideas into words, therefore the procedure they take is ***"…converting oral language experiences into written form without having to worry about issues that will confound the process."***

In fact researches show that the focus of the first model both is in making a distinction between mature and immature writing. They characterized knowledge-telling as immature writing. It is commonly known between inexperienced writers. The best example of knowledge-telling is the writing expected from children. For novice writers, writing is generally characterized by generating knowledge rather than refining it. The second model is known as knowledge-transforming. It is widely used among experts, because expert writers are said to plan more and refine their knowledge.

Both the Flower and Hayes, and the Bereiter and Scardamalia writing process models serve as the theoretical basis for using the process approach. Incorporating pre-writing activities such as collaborative brainstorming, choice of personally relevant topics, the organization of the stages of composing, drafting, revising, and editing, multiple drafts and peer-group editing taking into consideration what writers do as they write..

I.7 Outlining

Smalley and Ruetten (2000) believe that the outline is the skeleton that holds the structure and organization of the essay. It is the roadmap of the essay organization and structure which helps the writer to know the borders of his ideas as it shows their order. ***"Outlines allow writers to pull their ideas and data into a tentative structure for development to discard, expand and alter as they progress".*** Hyland (2003:123)

Hence, an outline is the visual structure of the essay in which all the details and explanations should be mentioned. It serves as a tool in the writer's personal thinking process to form the writing framework, and the end product of the essay. (D.Golka 2001)

Using the outline makes the topic focused on one thesis statement, and one topic sentence for each paragraph. Furthermore, since it sets the goals of a given essay, it addresses the relationship between the reader and the writer so as the rhetorical functions in a given topic like cause-effect, comparison and contrast …. and constructs the linear or hierarchical structure of their texts (Hyland, 2003). The outline can help the writer think through what he will say, how to save time and how to organize the ideas logically and hierarchically.

Generating the outline is the result the ideas generated in the previous prewriting strategies. Ideas should first be grouped together, in a first list known as the draft outline. Then, these ideas should be divided into two components which are the headings and the sub-headings. The headings represent the most important ideas, while the subheadings represent the minor points, less important ideas related to the major ones. Relying on these ideas, the writer then can pick up from, the topic sentences of each paragraph, and the details from the sub- headings. (Starkey, 2004)

Outlining starts from writing the ideas, to organize them in the outline. The outline eventually aims to structure the writing process, to shape it and to define the relationship between the readers, the writers and the subject matter.

After organizing the ideas in an outline, the writer moves to the drafting stage which is an attempt to write a first essay. Drafting has to do with the transformation of knowledge from the visual form to the language form. Lindeman (1987:26) says that drafting is ***"the physical act of writing".*** Hogue (2003) adds up that drafting is not the final version of writing; as the writer can check, delete, add and refine ideas when writing the first draft. Writers are advised to start their first draft with a major focus on the thesis statement by creating a correlation between the latter and the topic sentences.

There is no better way through which writers may ameliorate their way of writing better than drafting. No matter how bad the first outlining stage was, the first draft can give the writer a clear idea about the topic. Writing the first draft becomes an easy task for the writers when relying on the scratch outline.

Nevertheless, the first draft is not good enough to be considered as the final one.The writer is expected to generate another outline from the first draft while considering the four aspects of writing which are goals, audience purpose and the subject itself and by adding more detailed information.

I.8 Learners' Difficulties in Writing

Writing is a difficult skill for almost all ESL learners. The composition of a simple writing text involves many procedures and conventions writers must follow to have a final accurate product that can be understood by an audience. In fact, the complexity of the writing activity can be attributed to the different sub-skills learners need to pull together when practicing a writing task. This includes a good strategy of generating ideas, structuring them according to linguistic rules and presenting them in a coherent and cohesive mold. kroll (1990:140) points out:

> "For English as a second language, (ESL) students, it seems fair to say that writing
> is particularly difficult. ESL students must learn to create written products that demonstrate
> mastery over contextually appropriate formats for rhetorical presentation of ideas as well
> as mastery in all areas of language It is partially the multiplicity of skills involved which
> contributes to the overall difficulty of writing".

Learners find the writing activity mentally and physically complex, laborious and tiresome; henceforth they tend to avoid it resulting in weak proficiency in writing. The source of the weakness has been often a debatable issue in educational research. Factors as teachers' incompetence (Haider, 2012; Mansour, 2005; Harmer, 2008), students' lack of interest (Byrne, 1991; Harmer, 2008) methodological inappropriacy (Ahmad Khan, Munir, et al., 2013; Javed, Juan, &Nazli, 2013; Siddiqui, 2007) affect alarmingly learners' performance in writing. As a further explanation, teachers make the learning task pedagogically difficult for learners when they fail to impart effective writing strategies and practice for them. Also, some teachers neglect to motivate their students to write and usually do not provide them with constructive feedback in class. Sometimes, the teaching-learning context hinders the process of writing. Namely, if classes are numerous and noisy, they become unmanageable obliging the teacher to give less writing activities. Learners as well may contribute to the difficulty of writing in case they hold negative attitudes towards writing, less exposure to reading and

writing skill and weak linguistic knowledge in L2 which often results to language transfer from L1 and thus structural errors while writing.

All in all, learners' writing difficulties come as an outcome of the above factors and they relate to: vocabulary, grammar, spelling, punctuation, coherence and cohesion.

I.8.1 Vocabulary

Hatch and Brown (1995 as cited in Tintarijr) define vocabulary as a list of words for a particular language or a list or a set of words that individual speakers of language might use. Vocabulary learning is an essential task for EFL learners because meaning cannot be conveyed and communication cannot take place without words. Generally, EFL learners have big problems with mastering vocabulary since they rarely read and consult dictionaries and they tend to employ words randomly while writing. Their problems with vocabulary are related to many aspects of the English language such as: prepositions, phrasal verbs, synonyms, idioms, collocations, denotations and connotations…etc.

I.8.2 Grammar

Grammar is a set of structural rules and linguistic conventions that govern words, phrases, clauses, sentences and tense usage in a given language. In writing, grammar is a very important aspect. Al Saleem (2008) emphasizes that writing is an essential component of classroom activities which reinforces grammatical structures and vocabularies. A piece of writing is considered as successful as long as it respects grammar rules that render it cohesive and informative. According to many studies, learners commit both grammatical mistake and errors while performing a writing task .Generally, the structural problems while writing occurs at the level of:

• Subject verb-disagreement.

• Misusing tenses.

• Wordiness and redundancy.

• Plural markers, quantifiers, determiners andarticles.

• Inability to use conjunction properly to tie sentences and paragraphs.

• Run on sentences, fragments andellipsis.

I.8.3 Spelling

According to the Blackwell encyclopedia of writing systems, spelling is a set of conventions that regulate the way of using graphemes to represent a language in its written form. From the definition, it is clear enough that spelling is an integral part in any written production since the very essence of spelling is about how spoken words are represented

graphically. In English composition, learners' writing difficulties of relevance to spelling mainly include the misspelling of words which are a result of the irregularities of the English spelling system (Bancha, 2013). For instance, the similarity in pronunciation of some words like: "to-two-too/ than-then/rose (past of verb rise)-rose (flower)"…etc, words with silent consonants such as" character", words that undergo spelling change when their word class change such as : pronounce (verb), pronunciation (noun)/,"high (adjective) height (noun)" , word that take double consonants such as "sit-sitting", "put-putting" and the distinct spelling rules across the British and American accents. In fact, learners can avoid such spelling mistakes by learning spelling rules and practicing writing and reading as frequently as possible.

I.8.4 Punctuation

It is a set of symbols used while writing to link sentences, show the end of an idea or express Interrogation, exclamation or interjection. Harreley and Bruckman (2002:209) state that *'punctuation marks are like traffic signals they guide readers, they tell readers when to go and when to stop and when to turn and in what direction. "* Punctuation marks in English include: Full stop (.), Comma (,), Apostrophe ('), Hyphen (_), Colon (:), Semi-colon (;), Question marks (?), Exclamation marks (!), Brackets (), Dash (-) and Inverted commas («...»).yet, the frequently used marks are:

• Full stop: to mark the end of a sentence, after some abbreviations.
• Question mark: is used to indicate that the sentence is a question.
• Exclamation mark: it indicates that a sentence is exclamatory.
• Colon: it introduces a list.
• Semicolon: it is used to separate two clauses that are related.
• Comma: it is used it to separate items in a list.

EFL learners misuse punctuation marks very often and this affects the meaning and the overall interpretation of the text by the reader. For instance, they tend to forget putting a full stop after the end of the sentence which results in run-on sentences. They join independent clauses using commas resulting in comma splices, and employ inappropriate punctuation after conjunctions and coordinators. A sentence like" let's eat grandmother" and" I love cooking my dog and my family "may push the reader to think that the writer is a cannibalistic creature. Thus the insertion of a comma in the first sentence after the verb let "let's eat, grandmother" and comma in the second sentence before the word dog" I love cooking, my dog and my family "are necessary to render the meaning acceptable to the reader.

I.8.5 Coherence and Cohesion

They are crucial elements in any written product. Coherence is the logical selection and connection of ideas that makes the text semantically understood. While cohesion is the connection of ideas relying on grammar rules that make a text structurally organized. Coherence and cohesion must operate hand in hand in any text that is to say if one of the two elements is absent the text becomes meaningless, structurally redundant and unorganized. In any composition, coherence is the product of paragraph unity and sentence cohesion and it includes the ability to write an introduction, thesis statement, body and conclusion. An essay without coherence can inhibit a reader's ability to understand the ideas and main points of the essay. Coherence allows the reader to move easily throughout the essay from one idea to the next, from one sentence to the next, and from one paragraph to the next. The achievement of coherence is based on cohesive strategies such as the use of repetition to link ideas and paragraphs, the use of transitional signals along the essay, conjunctions, synonyms and antonyms…etc. Different studies revealed that learners' problems with coherence include their inability to write essay and paragraph introductions, thesis statement, topic sentences, developing ideas for the body and writing good conclusions. Concerning cohesion, learners have weak mastery over linking ideas and paragraphs, inappropriate use of transitional signals and redundancy in writing because of the little knowledge they have about strategies of referencing, enumeration, repetition, antonym, synonymy, exemplification and parallelism.

I.9 Assessment in Writing

Assessment is a set of procedures whereby teachers check their learners' progress during a course. It is a general item, which consists of methods and techniques used to gather information about student ability, knowledge understanding and motivation (Allan, 1999; Ekbatani & Pierson, 2000; Lambert & Lines, 2000).The importance of assessment lies in improving learning. According to Pierce, (2002; cited in Kırmızı & Kömeç, 2016), assessment is a crucial part of any learning and teaching activity. It does not only inform instructional decisions made on a day-to-day basis and helps diagnose student strengths and weaknesses related to classroom instruction, but also provides specific feedback to students in support of their learning. In writing, assessment plays a vital role in improving learners' ability to perform written product that are accurate both in form and content. Harmer (2004:108) suggested that *"when responding to students' work we are not only concerned with the accuracy of their performance but also –and this is crucial –with the content and design of their writing»*. This signifies that teachers need to assess all what have to do with their

learners' writing like grammar use, stages of writing and the quality of the content. Types of assessment in writing are:

I.9.1 Formative Assessment (Assessment for Learning)

This type of assessment evaluates student learning progress during class instruction. It gives teacher in-process feedback about whether learners have understood the lesson or not so that they can adapt, modify or change their teaching tools, instructions and materials. Formative assessment is not graded and it can be in the form of quizzes, discussions and questions.

I.9.2 Summative Assessment (Assessment of Learning)

They are used at the end of the learning process (end of unit, term, course, program…etc).The teacher assesses his students input against a set of standards placed in a rubric .Summative assessment is graded and comes in a form of a project, exam or assignment.

I.9.3 Self-Assessment

Students assess themselves during and after the writing activity relying on what the teacher says. This strategy fosters the development of an autonomous writing voice within learners and helps them become proficient writers.

I.9.4 Peer Assessment

It is called peer review and involves students assessing one another's writing. Generally, peer review stimulates learners to respond to constructive feedback and enhances their ability to read a piece of writing profoundly before extracting mistakes.

I.9.5 Portfolio Assessment

Portfolios are collections of students' writing samples (drafts, articles, essays…etc) accumulated over a period of time to be assessed by the teacher. Portfolio assessment reflects students' improvement and achievement in writing that is to say which skills they have developed and how their writing style changed throughout time.

Conclusion

Writing is a very important skill that EFL students need to master taking into consideration that the process of writing is, in a broad sense, an attempt to communicate using a specific channel of communication. Outlining and Mind Mapping precisely help framework

all these aspects in a simple plan and simplify the writing process. Most teachers in second language writing believe that the prewriting strategies are used merely to help writers transform the message correctly. Nevertheless, students neglect the fact that mind mapping can help on all the levels of writing being a pertinent stage which can framework many aspects to the piece of writing in simple connected bubbles.

Chapter Two

Teaching Mind Mapping

Chapter Two
Teaching Mind Mapping

Content

Introduction

Writing is an elementary skill that needs to be mastered by all students of English Language. Despite learning English for many years, many of these students remain weak in their writing skills. It is pointed out that writing is the skill most English students are less proficient in, and they do not know how to accomplish the written tasks in satisfactory ways. In the classroom, teachers play an important part of guiding their students to produce more quality ideas that could be used later in their writing. There are several ways the teachers can use to assure that these students will come up with good writing production i.e. they have to facilitate the work for their learners with appropriate technique that can stimulate, motivate them in expressing their ideas. In order to overcome the problems these students face in writing class, mind mapping is used as a prewriting strategy that directs the students to write words which have relationship with the topic that they are going to discuss by using a lot of branches of words around this topic and then, it can be used to expand their ideas into good paragraphs.

In line with the statement above, Naqbi (2011) stated, ***"Mind mapping do help students to plan and organize their ideas for writing tasks."*** It can be assumed that mind mapping is one of the learning techniques that can facilitate students to improve their writing skill and overcome their problems in generating their ideas in the writing class. Thus, it is expected to make the students feel confident to write good paragraphs.

II.1 Definition of Mind Mapping

Mind mapping is a creative note-taking method, which eases us to remember much information (De Porter, etal, 1999:175).

Buzan (as cited in Roebuck, 2012:164) claims that the mind map is a vastly superior note taking method because it does not lead to "semi-hypnotic trance" state included by other note forms. Buzan also claims that the mind map uses the full range of left and right human cortical skills; balances the brain .Mind maps provide an effective study technique when applied to written material (Roebuck, 2012:164)

McGriff states that "mind maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts, and principles in lectures, readings, or other instructional materials" (2000:9).Mind maps go under a variety of names. They are known as concept maps, semantic mapping, knowledge mapping, think links, graphic organizers or cognitive maps. (Svantesson, 1989)

According to Buzan (1993:1) mind mapping is a powerful graphic technique considered as a universal key to unlocking the the brain's potential. Mind mapping technique imitates the thinking process, namely enabling us to move from one topic to other topics back and forth. Recording the information through symbols, pictures, emotional meaning and colors, it exactly does the same like our brains process it. The best mind mapping is colorful and uses much pictures and symbols; usually like an art.

It is also known under the name of bubbling, webbing or clustering. They are also known as concept maps, semantic mapping, knowledge mapping, think-links, graphic organizers or cognitive maps (Svantesson, I. 1990). Mind mapping is defined as the use of diagrams which help organize ideas and represent words, tasks, ideas… It contains words, colors, short phrase and pictures (Buzan 2006). Mind mapping is also defined as the graphic representation of ideas which are usually generated through thinking and brainstorming. It shows the ideas which are generated around a central theme and how they are interlinked and is primarily used for stimulating thought. (Buzan 2002)

Mind Maps were popularized by author and consultant, Tony Buzan. He used a two-dimensional structure, instead of the list format conventionally used to take notes. Generally speaking, a diagram is in the form of many circles connected by lines. The thesis statement or the specific topic is placed at the centre of the diagram in the biggest circle which shows its importance. A number of smaller circles connecting to this one emerge; they
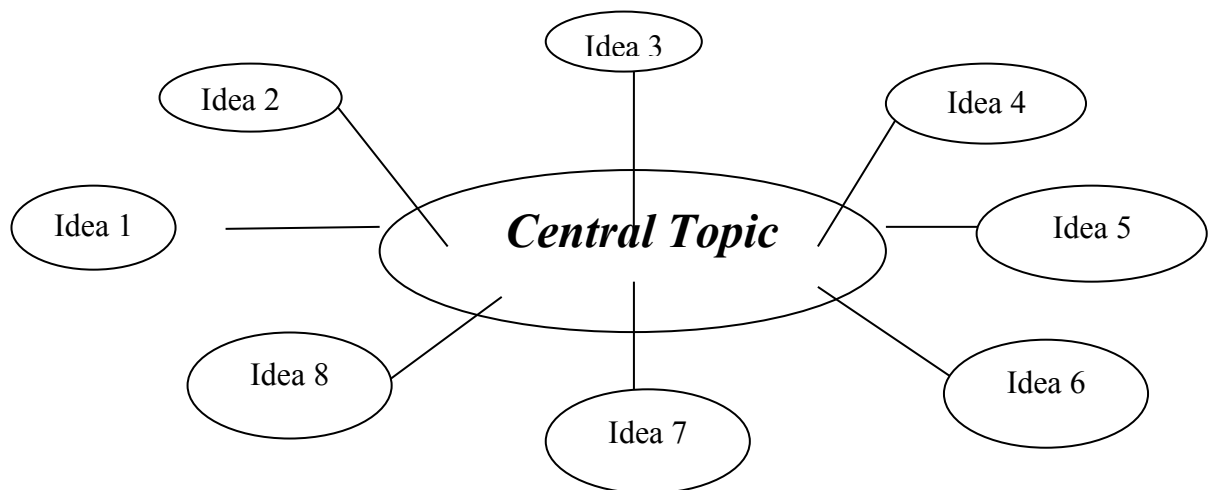
Figure 1: An Example of a Mind Map (Buzan 2006)

Buzan also defines mind mapping as a primary tool used for stimulating thought which shows ideas generated around a central theme and how these ideas are interlinked. He believes that the education system focuses primarily on the left of brain strength which includes the use of language, logic, numbers, sequence, looks at detail, linier, symbolic representation and judgmental characteristics.   (Buzan 2006)

Hedge (1998: 30) states making a mind map may be a strategy for note-making before writing; in other words, scribbling down ideas about a topic and developing those ideas as the mind makes associations. So, it is often said that mind mapping can give students how to start writing assignments. Hayes (1992: 203) states that through mind mapping, students turn random thoughts into patterns which will be written down and developed. Students become increasingly motivated to finish a writing task as their ideas emerge in organized forms.

It can be seen from the next figure that in mind mapping ideas presented in a radial, graphical, non-linear manner, so mind maps encourage a brainstorming approach to planning and organizational tasks freely. Though the branches of a mind map represent hierarchical tree structures, their radial arrangement disrupts the prioritizing of concepts typically related to hierarchies presented with more linear visual cues. This orientation towards brainstorming encourages users to enumerate and connect concepts without a bent to start within a particular conceptual framework.
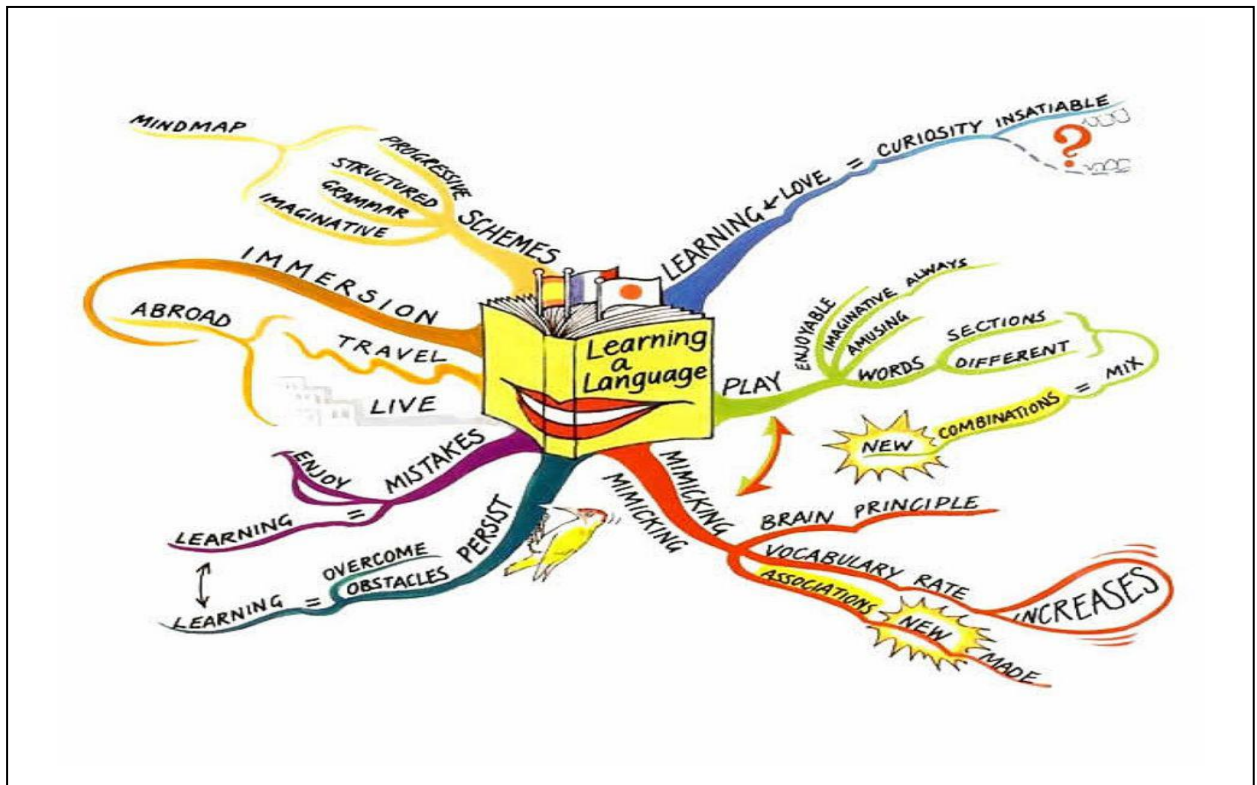
Figure 2: Example of Mind mapping
(Taken from http://en.wikipedia.org/wiki)

From above elaboration it can be concluded that a mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged radically around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

II.2 Parts of Mind Mapping Technique

There are some parts of mind mapping (Windura, 2008:77-80) namely; (1) central image, (2) key word, (3) basic ordering ideas, (4) branches, (5) color and (6) picture.

II.2.1 Central Image

A central image must describe the essential idea of a mind mapping and place it in the centre of the paper. It is to activate the students" right brain, strengthen the students" memory and make the learning activity enjoyable.

II.2.2 Key Word

A key word is a word that is able to lead a sentence or event. Identifying a familiar word in one's own language or another language that sounds like the new word and using only one

key word per line. It is an urge to remember a lot of words for the students. It is a strong noun or verb that creates image to trigger the recall of the memory.

II.2.3 Basic Ordering Ideas

Basic ordering ideas are the branches that collect and sort information and it connected to the central topic that radiates out from the centre. Making basic ordering ideas can direct our mind to make a mind mapping and they need creativity to encourage the students to understand to the material. They are thin and thinner at the ends. They can be used as headings for your topic and can be spread out anywhere without becoming steep.

II.2.4 Branches

The branches should be curvy and in the same length as the words or pictures above them. These branches can be seen as sub headings. There are thinner branches and contain details.

II.2.5 Color

Color is a very good memory sign and it involves the right brain in learning for long term memory. Colors encourage creativity and help in memorization. Adding color to your mind map via branches, map backgrounds, and images won't only bring it to life but also make it easier to comprehend and remember.

II.2.6 Picture

In mind mapping, pictures can change or strengthen a key word that has been written before.

II.3 Use of Mind mapping

As previously said, mind map can help students to start writing assignments. In fact many students find writing challenging, and the most difficult element of writing for many is getting started. According to Hayes (1992: 203), mind mapping can reduce difficulty in starting writing assignments by providing students with an organizing strategy to get them started. He explains that ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing. The product of the prewriting activity is an organized cluster of thoughts, which helps students stay on task when they write.

Before the teacher asks the students to apply mind mapping, sufficient preparation must be made. According to Buzan (http://en.wikipedia.org/wiki/Mind Mapping), teachers must prepare in advance, including attempting to map the material. This step is used to find out whether there are any potential issues. The graphic or the diagram created by the teacher can also be used as a model against which to evaluate group work.

Buzan's complete process for using mind mapping in the classroom is as follows:

1) Describe or demonstrate the process to the students; 2) Divide the students into groups which consist of four students; 3) Present the central concept/material that he students must graph; 4) Ask the groups to brainstorm, writing a list of terms and phrases that express core concepts and supporting details; 5) Ask the students to start sketching out the diagram ; 6) Deliver any necessary suggestions to the groups while they are working; 7) As they build the map, ask them to expand on the main concept by adding other new ideas and relationship.

The following is procedure of employing mind mapping in the classroom as described by Hedge (1998: 30). Students are given a main topic at the centre of the board. They jot down all the things associated with the main topic that come into their minds. Students share with each other about what they have jotted down – teacher gives any necessary explanations and suggestions. Ideas are elicited from the students as they suggest things, and a mind map is made collectively on the board as the ideas suggested so that students can see how to draw out aspects of the topic and subgroup items. This step based on the reasoning behind mind map that is not to think in an ordered or linear way, but explore a topic by moving between its various aspects.

Branches are then drawn and added as the students suggest new ideas or add ideas to already established aspects. The end result is a map with a number of subtopics or aspects radiating from the central topic (main topic) and with further points added to these. When the map is reasonably full, teacher leads a class discussion on the best order in which points could be presented in a composition.

Alternative writing tasks are then can be proposed: ask students to prepare a piece of writing using the mind map on the board, elaborate it in their own ways or ask students to choose other topics and draw up their personal mind maps for their own topics.

II.4 Effectiveness of Mind mapping

Buzan (http://en.wikipedia.org/wiki/Mind_Mapping) states that the mind map is a far superior note taking method since it does not lead to a "semi hypnotic trance" state induced by other note forms. According to Buzan, the mind map uses the whole range of left and right human cortical skills, balances the brain, taps into the alleged 99% of your unused mental potential, as well as intuition (which he calls "super logic"). Scholarly research, on the other hand, argues that such assertions may be marketing hype based on misunderstandings about the brain and cerebral hemispheres. Critics argue that hemispheric specialization theory has been identified as pseudoscientific when applied to mind mapping.

Scholarly research found that the mind map technique had a limited but significant impact on memory recall in undergraduate students (a When compared to favored study methods, a 10% increase over baseline for a 600-word text only). (a −6% increase over baseline).The mind map group's improvement was only sustained after a week, and there was a considerable decrease in motivation when compared to the subjects' preferred note-taking methods. It's possible that learners opted to utilize alternative methods since using a mind map was a new technique for them, and its reputation as a "memory-enhancing" tool made them hesitant to apply   it.   (In   www.interscience.wiley.com/journal/118952400/abstract? CRETRY=1&SRETRY=0). Other research found that learners tended to learn far better by focusing on the content of learning material rather than worrying over any one particular form of note taking (in www.questia.com/PM.qst?a=o&d=16186492) .

II.5 Importance of Using Mind Mapping Technique

De Porter and Hernacki (2008:172) state that there are some advantages of using the mind mapping technique, they are as follows;

II.5.1 Flexible

Explaining something can be easy without confusing on how to add the material based on the mind mapping. We can classify and categorize things depending on our own personal preferences and opinions anyplace in the mind map.

II.5.2 Concentrate on the Topic

Easily grasping the subtopics of what we discuss while maintaining a focus on the main ideas. Maintaining a full concentration on the keyword might help us keep things simple and save time.

II.5.3 Increasing Comprehension

Mind mapping can help you understand the content more easily. Mind mapping is a simple thinking pattern that makes it easy to understand and recall what we've learnt.

II.5.4 Enjoyable

Mind mapping allows for boundless imagination and creativity, making it an enjoyable and afunny way to study. Mind mapping engages and excites the brain by using pictures and color s to help us think about what we desire about the topic.

II.6 Relationship between the Process of Writing and Mind Mapping

Mind maps**, according** to Buzan (1993), try to depict a relationship between ideas or concepts visually and graphically. The term "mind mapping" was first used by (Buzan 1993,

p. 59), he described it as an instructional strategy where the learner "places super ordinate relationship of ideas or concepts on paper and subsequently links subordinate concepts as appropriate". It is regarded as a useful tool for helping students to overcome problems by organizing their ideas and thoughts. (McGriff, S. 2007)

According to (McGriff, S. 2007 p. 9) ***"mind maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts, and principles in lectures, readings, or other instructional materials".*** Buzan (1993) describes mind maps as a representation of cognition and comprehension in the learner, and as an excellent way to help learners to express themselves both verbally and visually. Indeed, in their mind map, learners may use graphic representation, which may help in the brainstorming process.

McGriff (2007) affirmed that relating images to concepts is a creative task which requires thinking rather than memorizing. In the same context, a recent study showed that students who could express their learning with visual skills had a 40 per cent higher retention rate than that of those with just verbal learning (Adam, A., & Mowers, H. 2007). This shows the potential importance of using this technique in writing classes. It is, indeed, a useful strategy to support students during writing tasks. Nevertheless, mind mapping has been considered by some writers not to be a useful skill because it can take time for the teacher to present and the student to understand, especially if the student is unskilled or uncreative, (Buzan, 1993). This may be the case in an exam situation if students are not familiar with the concept of the mind-mapping strategy. Therefore, teachers are required to support their students with opportunities to practice this strategy before the exam so they can use it effectively in exams.

This technique is generally the easiest of the methods in which to brainstorm many ideas, yet the least strict form of organizing these thoughts which obliges the writer to demonstrate clearly how the bubbles can become paragraphs. (Palupi, R. A. 2018).

Several writers have emphasized the advantages of mind mapping (McGriff, 2000; Buzan, 2007; Edward, 2011). These writers feel that mind mapping helps them organize their thoughts and balance their brains, improving their learning speed, memory, and creativity as a result.

Dawson et al. (2005) believes that mind mapping is a type of prewriting method as the first stage of the writing process. Prewriting helps us to get our ideas on paper, and brainstorm thoughts that we may eventually use in our final writing. (Dawson et al., 2005) Mind mapping can help solve the problem of students who think writing is difficult as they have a difficulty expressing their thoughts on paper. Teachers can use this technique to urge students to

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create and make a mind map before they write to engage their minds and offer them the opportunity to organize their thoughts into an outline that they can use when they begin writing.

According to Alamsyah (2009), mind maps are effective because their visual design allows students to understand the relationships between ideas and encourages them to group similar ideas together as they engage. Mind maps are extremely effective when created in groups, since the resulting debate aids in the generation of ideas and makes the activity more lively, enjoyable and pleasant.

There is a slight difference between clustering, webbing, and mapping. In clustering students generally use circles and lines to connect the circles. But in webbing and mapping students may use in addition to that charts, squares and lines. They also have the right to write their supporting ideas in the form of lists under the main ideas which helps avoid confusion between each topic sentence and its supporting ideas.

(Jones et al. 2012) found that mind mapping activities were empowering, useful, and motivating to students in their study "The Effects of Mind Mapping Activities on Students' Motivation," which was conducted among 40 undergraduate students enrolled in an educational psychology course at a U.S. university. Students thought mind mapping was a fun and interesting technique that would help them learn effectively. Individual mind mapping was favoured   by some students, while group mind mapping was chosen by others. Students   in   the   study   were given the choice to choose their preferred mapping activity. Allowing   the   students   to   finish the map on their own or with a group in class or outside of class will increase students' engag ement since they will be in charge of their own learning. (Naqbi 2011) in her study on "The Use of Mind Mapping to Develop Writing Skills in UAE Schools" which used a classroom-based action research to collect data from a group of female Grade 11, EFL learners between sixteen and seventeen years old in the school of United Arab Emirates (UAE) discovered that mind mapping is an effective method for pupils to organize and develop their ideas and thoughts. She affirmed that the mind mapping technique is also an effective tool to develop students' cognitive skills and to help them in their reflection and assessment. Moreover, students'   skills   at   generating   ideas   and   evaluating   them   quickly   are enhanced.They were able to retain and retrieve prior information on a variety of themes, whic h was helpful when designing mind maps. According to the researcher, the mind mapping technique is an effective tool for assisting students in organizing their writing since it enables students to obtain a thorough comprehension of the writing subjects. 2011 (Naqbi)

According to (Melor Md Yunus, Chan Hua Chien 2016) in his study "The Use of Mind mapping Strategy in Malaysian University English Test (MUET) Writing" ,students perceive mind mapping technique as an effective strategy in helping them to write in agreement with those seen from previous research which showed that mind mapping technique can enhance the students' writing ability. He discovered that mind mapping is a useful tool for students to use in planning and organizing their writing since it encourages them to get a thorough or in-depth comprehension of the writing themes. A minority of them, on the other hand, indicated that mind mapping is tough, uninteresting, and time-consuming, and that it does not enhance their writing, therefore they hate it. This may be true when applying this method in an exam situation where pupils are having trouble familiarizing themselves with the concept of mind mapping in such circumstances.

Conclusion

The second chapter explored the effectiveness of mind mapping in writing. In reality, the reviewed studies revealed that mind mapping is a highly beneficial technique for both teachers and students in overcoming the difficulty of writing and making it more enjoyable and interesting since it facilitates and guides students to explore their ideas by using note taking in a blank paper that will develop from words, sentences up to paragraphs. It is also expected to motivate students and make them confident to express their ideas through writing. In addition, mind mapping can give the students chance to dig information and knowledge deeply about the topic. As a result, this technique should be encouraged and used in other language-learning courses. However, more research is needed to confirm the current findings and gain a better understanding of the advantages of mind mapping.

Chapter Three

Data Collection and Analysis

Chapter Three

Data Collection and Analysis

Content

Introduction

In this research we have chosen to work with 1 group from the First year classes. Our population of interest is composed of 40 students in total. We will focus in this study, on the importance of mind mapping as a prewriting strategy used to address the previously-mentioned patterns of writing which are: the targeted audience, content and organization, rhetorical functions, coherence and cohesion. Generally speaking, the mind mapping results in an outline which is used to address, and shape the text according to these patterns and these patterns are mainly taught during the teaching of the writing process. We will try to find a correlation between mind mapping and these writing patterns. We assume that the academic contexts of writing, may give us the opportunity to answer the question asked previously in an attempt to see the relationship between using a descent mind map and addressing the writing patterns, and the importance of using these mind maps in writing. Consequently, it is said that, if these patterns are being well-addressed in a mind map and an outline, students will be guaranteed a well- designed academic text.

A questionnaire composed of 15 questions, which are related to mind mapping, outlining and their use in one way or another has been administered to our group in its ordinary written expression sessions. This questionnaire ended up being our basis of work as a result of a pandemic. The purpose behind administering this questionnaire is to get background knowledge about whether the students were taught how to use mind mapping correctly, and to see how students treat mind mapping in their classroom interaction, and what they think about it. The other basic part of the data collection phase, in this research, is the test which got cancelled. The data we were getting in the test was going to be analyzed comparatively between the two groups, through exploring the techniques used in writing including: spelling, capitalization, punctuation and grammar.

III.1 Section one: Research Methodology

In this section, many important points, having a relation with methodology, will be discussed in detail.

III.1.1 Objective of the Study

This study aims at detecting the importance of using mind mapping that students forget when they write. It aims also at investigating how to use mind mapping in a good way to produce organized essays.

III.1.2 Research Method

The present study follows a mixed-method approach both qualitative and quantitative since the aim of the research is gathering numerous data as well as perceptions about the use of mind mapping technique to enhance students' writing skills.

III.1.3 Research Design

The main concern of this research is to shed light on whether students consider mind mapping an effective technique to foster the writing skill and which factors impede them from using it. As such, a descriptive research design was used.

III.1.4 Research Variables

Throughout the present study, we can clearly distinguish the two variables. The independent variable is mind mapping technique and the dependent variable is the writing skill.

III.1.5 Research Sample

Our population of interest is composed of one group (40 students in total) of the first year LMD students enrolled at Ibn Khaldoun University during the academic year 2020/2021. We have chosen first year students because it is, indeed, in the first year that they start learning about the full essay writing and the use of the prewriting strategies. Our students have the background knowledge that suits perfectly our research. The sample has been randomly chosen from first year groups. Our respondent's age and sex varies considerably, because their age is between 19 and 25 years old, and most of them are girls in both the groups.

III.1.6 Methods of Data Collection

As mentioned earlier, the present research is a descriptive study based on a mixed methodology; qualitative and quantitative. It relies on two data collection tools: The Questionnaire and the Observation. ***"The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study". (Wendy, 2004:03)***

Triangulation strives to uncover the three main issues clearly stated in the research questions above. In what follows, we try to present the reasons and the objectives behind the choice of each research instrument employed in the present study.

1. Questionnaire

Abawi (2013: 03) defined research questionnaire as ***"a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering***

information from respondents». The questionnaire has been submitted to the students to establish background knowledge about whether students use mind mapping to organize their essays and generate ideas, or they do that just for the sake of making the teacher satisfied. If we succeed to make a correlation between the use of mind mapping, and the students essays our question can be answered right from the beginning.

The questionnaire consists of 15 questions organized from general to specific, to meet the needs of our research. It has been sent to the students online. The students did not encounter any problem when answering our questionnaire. We encountered the problem of motivation, because some of them were not motivated to answer our questionnaire. As a result of class cancellation we couldn't reach students to collect data: questionnaire answers and essays. Indeed, reaching the students was almost impossible, luckily we managed to reach them at the end with the help of internet using Google forms by sending them to the students online in their facebook groups, and we could collect the students' answers online.

2. Observation

Observation is a way of collecting data about behaviours, attitudes, processes and physical characteristics. We have used the classroom observation as a data collection tool to see how teachers teach the writing skill and to check if students use prewriting strategies before they start to write.

III.2 Section Two: Interpretation and Analysis of the Findings

The following points will be devoted to the interpretation of some statistics followed by the personal analysis of the main results.

III.2.1 Questionnaire Analysis

This questionnaire, as discussed earlier, was submitted to get background knowledge about the respondents' behaviours towards prewriting strategies and mainly mind mapping. It consists of 15 questions written cohesively from general to specific. From a total number of50 answers from first year classes, 40 copies were chosen to represent the whole sample. The first two questions in our questionnaire are about age and sex; we intend to know approximately the age of our respondents and their sex. That is to say, how much girls we have and how much boys we have in our sample. The results show that their age is between 18 and 23 years old in maximum. Most of them are aged between 19 and 21 years old. All the students answered these two questions. We found that, in our sample only 5 respondents are males, and 35 respondents are females.

Question one

1-How do you describe your level in writing?

       Weak   Good

       Intermediate   Excellent

Category	Number of students	Percentage
Weak	20	50%
Intermediate	8	20%
Good	10	25%
Excellent	2	5%

Table 01: Writing Level

    Students' answers to this questions are different.20 of them that is to say 50% consider their level of writing as weak because for them writing is a complicated skill.10 students with a percentage of 25% believe that they have good writing skills while 8 of them describe their level as intermediate (i.e. 20%).2 students only are excellent in writing (i.e.5%).The data gathered from this question reveal that most students face difficulties with writing.

Question Two

2- Do you think you are receiving good writing instructions at university?

       YES   NO

       Explain!...

Category	Number	Percentage
Yes	9	22.5%
No	31	77.5%

Table 02: Receiving Good Writing Instructions at University

    31 students (i.e. 77.5%) answered that they are not receiving good writing instructions due to the crowded classes, teacher inability to control the huge number of the students and to offer each one constructive feedback as well as the absence of peer and portfolio assessment, However only 9 participants (i.e.22.5%) claim that they are receiving good writing instructions because they get assigned a variety of writing tasks inside the class.

Question Three

3- Have you face any difficulties when you start writing an essay?

          YES   NO

Explain!..

Category	Number	Percentage
Yes	40	100%
No	0	0%

Table 03: The Difficulties in Writing Essays

    All participants (i.e.100%) said they face difficulties when they start writing an essay especially in generating ideas and organizing them coherently and cohesively in a form of an essay. Some participants face problem related to vocabulary namely if they were unfamiliar with the writing topic.

Question Four

4- Which of these elements do you think can help you to write good essays?

a-   Effective use of grammar.

b-   Effective use of vocabulary.

c-   Effective use of prewriting strategies

Category	Number	Percentage
a –Effective use of grammar.	9	22.5%
b – Effective use of vocabulary.	12	30%
c - Effective use of prewriting strategies.	19	47.5%

Table 04: Elements Helping in Writing Good Essays

    19 Students (i.e. 47.5%) consider the effective use of the prewriting strategies as an element that can help them to write good essays, while 12 participants (i.e. .30%) see that using vocabulary effectively can help than to write good essays, however only 9 (i.e. 22.5%) students believe that writing good essays depends largely on the effectiveness of grammar

use. It is obvious from the findings that the majority of the students are aware that a good essay is the one that have selective and organized ideas rather than correct grammar and complicated vocabulary.

Question Five

5-Do you know what is meant by prewriting strategies?

YES   NO

Category	Number of students	Percentage
YES	35	87.5
NO	5	12.5

Table 05: Prewriting Strategies

The results in the above table are extremely varied; because a large number of students, 35 students, answered yes, claiming about knowing prewriting strategies, to be precise 87.5% of the total group. On the other hand, 5 students opted for no that is to say 12.5% of the total groups. We intended to know through this question how much students are aware of prewriting strategies. We assume that, our respondents have been taught about prewriting strategies, and even if they did not tackle them all, but at least they know the most commonly used ones like mind mapping, outlining, planning, free writing and brainstorming activities. Bridging our findings with the researcher's observation during the classroom which indicated that teachers introduced almost all the prewriting strategies for the students, we find our results logical.

Question Six

6-If yes, which one do you usually use?

Prewriting Strategies	Number of students	Percentage
Free writing	4	10%
Brainstorming	6	15%
Mind Mapping	11	27.5%
Outlining	5	12,5%
No Strategy	8	20%
No Answer	6	15%

Table 06: The Prewriting Strategies Used

Some of the results were predictable; since five of our respondents answered negatively

in the first question, we expected them to leave the space empty because the previous question is related to this one. Indeed, six of our respondents did not answer the question, and they left the space empty (i.e. 15% of the total group). While the other 34 students were supposed to state the prewriting technique they use in writing. Only six respondents said that they use brainstorming (i.e. 15% of the total group). Four of the respondents use free writing to express themselves (i.e. 10% of the total group). The students use free writing and brainstorming as unstructured prewriting tasks; they are process–oriented stimulation of the ideas, generally used to help the accumulation of ideas. Five claimed that they use outlining (i.e. 12.5% of the total group). But more importantly, eleven students use mind mapping as a prewriting strategy (i.e. 27.5% of the total group) and this makes us assume that, our students are aware of the importance of mind mapping. The process of writing the mind map as we have seen starts from the other prewriting strategies, students start from gathering the ideas, and organizing them in bubbles. No student mentioned the use of the other prewriting strategies like drafting.

Question Seven

7-Why do you use prewriting strategies?

To generate ideas   to get an organized essay
To organize your ideas   to plan for the essay

Category	Number of Students	Percentage
To generate ideas	10	25.5%
To get an organized essay	6	15%
To organize your ideas	10	25%
To plan for the essay	9	22.5%
No Answer	5	12.5%

Table 07: The Function of Prewriting Strategies

The results of question number seven are the following, 10 of the respondents said that they used them to generate ideas (i.e. 25.5% of the total group). Only 6 respondents referred to the second category which is the organization of the essay (i.e. 15% of the total group). The organization of ideas has been chosen by 10 respondents (i.e. 25% of the total group), while 9 students opted for the planning of the essay (i.e. 22.5 % of the total group). The other

5 students did not answer our question; they did not answer the two previous questions as well (i.e. 12.5% of the total groups). Category Number of Students Percentage

First Category 5 12.5% Second Category 9 22.5% Third Category 6 15% Fourth Category 15 37.5% No Answer 5 12.5%. Generally speaking, the first category represents free writing and brainstorming because they are all about creating a fluency of writing without checking correctness or usefulness. While the other categories represent mind mapping and outlining, with much focus on organization of both the ideas and the essay. However, mind mapping is also used to generate ideas, so it is represented in the first category as well. We can notice from the above-mentioned table that our students were more interested with essay planning and essay organization than ideas generating. But novice writers need to focus more on idea generation rather than idea organization; organizing the ideas, can be done in later stages like drafting and revising. These are mainly the function of some prewriting strategies:

- Brainstorming: Helps us with generating the ideas.

- Free writing: is mainly used for rapid writing while ignoring grammar spelling and punctuation

   rules.

- Mind Mapping: Helps us generate as well as organize ideas through circled ideas joined by lines to show connections between them.

- Outlining: Helps us organize of the essay and the ideas in it.

The different ways of writing need different ways of getting started; in fact, it is important that our respondents be aware of all these strategies to use them whenever they write a new piece of writing.

Question Eight

8-Do you know what mind mapping is?

Yes   No

Category	Number of Students	Percentage
Yes	34	85%
No	6	15%

Table 08: Mind Mapping

The results in the above table are extremely varied, yet expected; because most students

claimed to know what prewriting strategies are. A large number of students, 34 students, answered yes, claiming about knowing mind mapping, to be precise 85% of the total group.

On the other hand, 6 students opted for no that is to say 15% of the total group. We intended to know through this question how much students are aware of what mind mapping, as a specific prewriting strategy, is. We assume that, our respondents have been taught about mind mapping. Even if the students did not tackle all the prewriting strategies, they are at least familiar with mind mapping. Bridging our findings with the researcher's observation during the classroom which indicated that teachers introduced mind mapping to the students, we findour results logical.

Question Nine

9-Do you use mind mapping to write your essays?

      Yes   No

Category	Number of Students	Percentage
Yes	30	75%
No	10	15%

Table 09: The Use of Mind Mapping

Unexpectedly, most of the students claimed that they use mind mapping in their essay preparation, because 30 students opted for yes (i.e. 75 % of the total number of students). And only a remotely small number of students opted for no, 10 respondents (i.e. 15% of thetotal number of students). Through the analysis of our students'' answers we found that they, however, most of the times face some problems while creating a mind map. Typically, when creating written mind maps, they have to contain full ideas, but the problem our students face is that their creative ability does not always come up with fully structured ideas, in their production of ideas they often jump from one idea to another and not much information is given to details that support the ideas. A good way to put the ideas down in a creative way is to use graphic outlines or mind mapping because they help students create a map that can be transformed into a written outline in which the ideas are being better developed. Mind mapping, nevertheless, remains a good tool in the constructive process as it helps with generating ideas that focus on one idea per paragraph. Moreover, it helps make supportive arguments for every paragraph. Finally, it helps with writing coherent piece ofwriting as all the paragraphs are all revolving around the same

topic (the central circle).

Question Ten

10- Do you think there is a relationship between the process of writing and mind mapping?

Yes   No

Category	Number	Percentage
Yes	34	85%
No	6	15%

Table 10: Relationship between the Process of Writing and Mind Mapping

Through our analysis of the students' points of views, we found that most of them agree thatthere is a kind of a connection between writing and mind mapping (85%). They put for consideration that mind mapping helps them generate ideas, and guides their writing towards an organized essay. They all mentioned ideas organization, and the essay writing; some of them mentioned the generation of ideas, but no one mentioned the essay planning or its coherence. We assume that writing in foreign language contexts do not only involve extensive application of the generation of ideas , and the context organization only, but also an intensive comprehensive reading, together with knowledge about the foreign language writing system, the activated culture and the social aspects of that language. In contrast, Poor readers are mostly poor writers; they are more likely to have problems in idea generation, n idea organization, and knowledge of the writing process which explains some of our results.

Question Eleven

11-Do you think that a good mind map leads to a good essay?

YES   No

Category	Number of students	Percentage
Yes	33	82.5%
No	7	17.5%

Table 11: The Relation between the Mind Map and the Essay

The results of question number six are the following: a large number of our respondents answered positively, 33 respondents in total (i.e. 82.5% of the total number of students) answered yes to our question. So, students are convinced about the usefulness of mind

mapping. A remotely small amount of students answered no, 7 students in total (i.e. 17.5% of the total students). With further investigation we found that three of the 'No' respondents were not motivated to answer our question. And the other four students said that they think that mind mapping is not useful and that it is extra work. So, our respondents believe generally in the usefulness of mind mapping and its importance in writing.

Question Twelve

12-Have you been taught how to use mind mapping in a good way?

Yes   No

Category	Number	Percentage
Yes	31	77.5%
No	9	22.5%

Table 12: The Teaching of Mind Mapping

The results for question twelve are the following, most of the students answered yes, 31 of thetotal number of students (i.e. 77.5% of the total number of students), and only a few opted, 9 students (i.e. 22.5% percent of the total number of students). Teaching prewriting strategies in a foreign language context can be based on three main practices: In the first face teachers present the intended prewriting strategy (like mind mapping) mostly, by defining it and mentioning its functions and importance. Later, the teacher presents again the prewriting technique in a different way, depending on some visuals such as pictures and using visual illustrations helping the students understand in a better way. Finally, the teacher moves to practice by providing the students with exercises and practices to test them and to discover their strengths and learning deficiencies. Accordingly, the problem of learning mind mapping is being on the students themselves and not the teachers and their way of teaching. The divergences of the learners own way of learning, lack of motivation and linguistic difficulties may create an anti-climate for learning, resulting in a weak learning.

Question Thirteen

13-Did you have enough practice for mind mapping and the other prewriting strategies?

Category	Number of students	Percentage
Yes	25	62.5%
No	15	37.5%

Table 13: Practising Mind Mapping and the other Prewriting Strategies

The results show that, slightly more than half the respondents answered no, 25 students in

total (i.e. 62.5 %of the total group). 15 students, however, opted for yes (i.e. 37.5% of the total number of students). Many students had valuable comments about the lack of practicing, most of which were focused on the agent of time. They believe that one to two sessions per week are not enough to learn writing effectively. They also stated that the teaching system or in which they are enrolled is not effective. They claim that everything at Ibn Khaldoun University is being done superficially, since there are many modules, they cannot focus on them all. On the other hand, 15 students argue against what the others said, claiming that they had enough practice of mind mapping. It is probably due to the fact that they practice mind mapping outside classroom based on prior data, they make extra efforts in an attempt to apply what they learn in class. This maybe means that the problem of learning mind mapping is being on the students themselves and not the teachers and time. Students may learn a lot about mind mapping, but still lack practice and training which accordingly have a negative effect on Students' learning. Upon our talk with teachers they said that time is constraint to afford students with the required practice for mind mapping. Generally speaking, students are too lazy to practice mind mapping outside the classroom, and this makes it harder for the teachers. In fact learners of a foreign language can learn new things all the time, but when it comes to applying them, they tend to face many problems.

Question Fourteen

14-Have you tried to practise mind mapping by yourself outside the classroom?

Practise mind mapping   do not practise mind mapping

Category	Number of Students	Percentage
Practice Mind Mapping	24	60%
Do not Practice MindMapping	16	40%

Table 14: Practising Mind Mapping Outside Classroom

This question is being asked to get some insights about the student's efforts outside classroomtime. When these students were in high school, teachers gave them everything; they do not make much effort. In the academic level things are different, teacher are no longer supposed to give students everything; students are expected to make research in the library, or online to enhance their knowledge about anything they study in class. Most of the students

said that they practise mind mapping outside classroom 24 students in total (i.e. 60% of the total number), and 16 students stated that they do not practice mind mapping (i.e. 40% of the total number). This means that a large number of students practise mind mapping outside classroom. However, students cannot blame this on the lack of time to practise. However, for the ones who practice at home, we raise the questions if they practise mind mapping in good way, or they write whatever comes to their minds. As we know, to master something perfectly, some rules must be followed in a good way. When we asked some respondents some further questions they said they do not practise mind mapping because they do not need it. In reverse they, need to practise writing to enrich their vocabulary and to gain more knowledge for future use.

Question Fifteen

15- Do you think mind mapping is important in the essay writing   process?

       Yes   No

       Explain!...

Category	Number	Percentage
Yes	36	85%
No	4	15%

Table 15: Importance of Mind Mapping in Essay Writing

The results of question number fifteen are the following: a large number of our respondents answered positively, 36 respondents in total (i.e. 85% of the total number of students) answered yes to our question. So, students are convinced about the usefulness and the importance of mind mapping. A remotely small amount of students answered no, 4 students in total (i.e. 15% of the total students). With further investigation we found that one of the 'No' respondent was not motivated to answer our question. And the other three students said that they think that mind mapping is not useful and that it is extra work. Our respondents believe generally in the importance of mind mapping and its usefulness in writing explaining that it has helped them generate more ideas and be more organized while writing their essays. They believed that it made writing less scary to them and that they don't face blockage anymore.

III.2.2 Classroom Observation Analysis

The classroom observation has taken place in April 2021. It has been done in a month, through which the researcher attended many classes with teachers of first year Written Expression; to observe students behaviours, and to observe also how teachers teach writing and how they demonstrate, and explain the lectures for the students. The researcher has received feedback about the teaching lessons. He has also received some information about the nature of writing assignments given to students both in the class and at home to observe how students work both inside and outside the classroom.

The preliminary results of the classroom observation indicate that students tend write their essays at home. They receive instructions about how to write them in the class, and since time is constrained, they do it at home. They, hence, receive enough time for their writing assignments, but teachers still find their writing inefficient and purposeless. It has been also observed that students neglect the use of mind mapping, outlining and planning, even though they have been given enough time to do so. Teachers' comments show that students do not believe in the usefulness of mind mapping, they think that it is just a waste of time.

The researcher observed also that teachers present their lessons in the same way, focusing on presenting the theoretical elements of the lesson, without giving much attention to practicing and modeling them for the students.

III.3 Pedagogical Implications

Many students find writing difficult, and they find getting started the most difficult part of writing. Mind mapping reduces the difficulty by giving students an organizing strategy to get them started. In mind mapping, ideas are freely associated and written out without pressure, thereby reducing tension and resistance often associated with writing. Although, it is one type of outlining methods, the product of the prewriting activity using mind mapping is notably different from the one using other type of outlining. Unlike conventional outlining, the product of prewriting activity using mind mapping does not follow a rigid fixed linear. In outlining, ideas must be arranged sequentially which is contradictory with the natural way of how brain works, because brain works in a non linear way. The parts of a given mind map are organized intuitively according to the importance of the concepts, and are grouped into groupings, branches, or areas, with the objective of representing semantic or other connections between portions of information. Mind mapping also aids recall of existing memories. Mind mapping may be used effectively with students beyond primary levels and in any class that requires writing. It is obviously appropriate for language classes. It is applicable

for large groups. Teaching students how to use mind mapping takes about 10 minutes of demonstration time. The procedure is as follows: the teacher begins by writing a nucleus word or phrase (topic/theme) at the centre of the whiteboard and circles it; then asks the students to concentrate on the topic; after two minutes, asks the students one by one to write any words or phrases related to the topic; teacher makes the point that other words and phrases are to be associated with the nucleus word/phrase, and with other words and phrases; teacher may demonstrates free association by saying aloud words and phrases that come to mind and jotting them down rapidly; these words and phrases are all circled and connecting lines are drawn to show how they are associated. The procedure above is used to introduce the basic design of mind mapping and its application to the students. The steps are used to help the students analyze the ideas and represent them visually. The students will gradually be accustomed to use mind mapping to communicate their ideas. On the next meetings, the students are asked to use the diagram as a basis to construct a written product/text.

As a matter of fact, mind mapping is not only useful to help students writing a complex composition of a certain type text. It can help with almost any types of texts. It even helps students to draw a grammatical schematic. It also does not merely have to use words and phrases but also pictures, charts, or anything as long as they representing what students have in mind.

The role of mind mapping in the process of writing is as follows:

1. To arouse motivation to write: after finding a topic, students can start from anywhere and does not have to be afraid of making mistakes;

2. To get ideas gathered: by jotting down anything come up in their mind they get ideas together as well;

3. Planning and outlining: by drawing the associative lines the can plan their future composition and it is also possible for them to directly give numbers or other signs on the lines or words;

4. Producing notes: students can choose the figure of their composition from the mind map and then sketch it;

5. Making a first draft: the students can use the notes from the previous step or they can directly compose a draft based on the mind map;

6. Revising, preplanning, redrafting: they can easily put side by side their draft and their mind map, then adding or omitting part of the draft, and even rearranging the draft;

7. Editing and getting ready for a final product: the revised draft can once again be put side by side with the mind map to check, choose and select which one should be omitted, added, rearranged to obtain the final product.

III.4 Suggestions and Recommendations

On the basis of the results of the study, the following suggestions and recommendations for teachers, students, and future researchers are proposed:

1. for Teachers

The right choice of teaching technique can make the teaching and learning process not only flows smoothly, but also exciting, enjoyable and entertaining. Enjoyable teaching and learning activities will help students receive the material more effectively and efficiently; it will also makes the teacher more focus on the necessary things needed for the class. Mind mapping technique is a technique which will lead students to be more independent; thus it is good to be applied in small classes as well as the big ones. It is simple, enjoyable, and stimulating to the imagination and creativity. As a result, it is suggested that teachers use it in their classes.

2. for Students

Mind mapping is a simple technique which can be used for writing activities. It is not only helpful in teaching and learning process in the classroom. Mind mapping is also useful in other writing activities to generate and organize ideas, opinion and thoughts. So, the researcher suggests that all students learn how to use it.

3. for Future Researchers

1. A similar research with different population characteristic is also promising.

2. A replication of this research design using mind mapping as teaching technique as the treatment for teaching writing can be done with some alteration. It is possibly also useful to have research with different students' condition like students' habit, motivation, or interest.

Conclusion

The results of the questionnaire show that mind mapping is an important prewriting strategy to the students. It shows also that it is one of the most used prewriting strategies by the students during their writing as it helps them generate ideas, be more coherent and organized in their writings and avoid blank irrelevant essays. We as researchers believe according to the questionnaire that the few students who don't agree with the importance of the mind mapping either did not have enough application, or enough time to learn about it. It

can also be due to the fact that our research is focused on an EFL context where students can have problems with the language or with writing itself as an activity. However, if this questionnaire has a takeout, it is that students consider mind mapping a useful prewriting strategy.

General Conclusion

General Conclusion

In this research we attempted to investigate mind mapping and its importance in writing, for our students of English as a Foreign Language, we tried to make a correlation between mind mapping and the writing process to see how this step can influence students' level of writing, and more importantly, to see whether our students are aware of this step, which we consider important, of writing or not. This research starts with a literature review, in which we tackled the writing process and the prewriting strategies involved in writing with a focus on mind mapping and its known importance. In the practical part, we were supposed to use two methods of collecting data: the questionnaire and the test, we ended up using the questionnaire and the observation. In the questionnaire, the respondents answered fifteen questions mainly about mind mapping; we tried to investigate the way our respondents dealt with mind mapping inside and outside their writing classes, and how important they thought it was in their writings.

The results were convincing, our participants believed that mind mapping was important in their writing. Most of them agreed that it helped them in different levels of writing, in generation, organizing and writing their ideas, these lines, with our supposition about the importance of mind mapping. For the few students who disagreed, we mostly assume that the problem is not in mind mapping, but rather in its application, or as some students claim in the questionnaire, in the constrained amount of time spent in making a mind map. Teachers of writing should follow a regular basis when dealing with mind mapping specifically and with the prewriting strategies to build the students awareness about them, to give them enough practice, and to help them build a sense of habit towards mind mapping. We recommend other researchers to investigate the teaching of writing, and how teachers can manage to devote more time on the teaching of mind mapping. In fact, time must be given much more importance for future research. Researchers can also address the effect of student's background knowledge of the language and the topic discussed, as well as students' motivation. Finally, we believe that more research is needed to investigate the other prewriting strategies and their importance as well, like free writing, brainstorming and drafting to see how they work and to investigate their impact on the writing process and foreign language writers.

Résumé

Cette recherche vise à explorer l'importance de la cartographie mentale, en tant que stratégie de pré-écriture, et son impact positif sur l'apprentissage de l'anglais comme langue étrangère. On peut remarquer que cette stratégie importante semble être en quelque sorte négligée dans le processus d'écriture. La présente recherche tente de proposer des solutions qui peuvent aider nos étudiants à savoir comment utiliser la cartographie conceptuelle et à s'y fier à chaque fois qu'ils écrivent. Les contextes académiques d'écriture pourraient nous donner l'opportunité de répondre à nos questions de recherche. le travail a opté pour une approche à méthodes mixtes, à la fois qualitatives et quantitatives, pour explorer le problème et développer une compréhension détaillée de notre phénomène central. Les données ont été recueillies à travers une observation en classe et un questionnaire composé de quinze questions administrées à un échantillon de 40 étudiants LMD de première année d'anglais à l'Université Ibn Khaldoun de Tiaret. Les résultats ont été probants, après analyse des données tirées de notre questionnaire, nos participants pensaient que la cartographie conceptuelle était importante dans leur processus d'écriture. La plupart d'entre eux ont convenu que cela les a aidés à différents niveaux d'écriture, pour générer, organiser et rédiger leurs idées. En effet, une grande amélioration dans l'organisation des étudiants et la génération d'idées a été clairement observée. Nos recherches ont définitivement prouvé que cette méthode est facile, rapide et utile; lorsqu'elle est enseignée correctement, elle aide les étudiants à rédiger leurs essais, à générer plus d'idées et à être plus organisés.

Mots Clés : Cartographie Mentale, Approche, Écriture, Évaluation, Enseignement de l'écriture

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Questionnaire

Student's Questionnaire

Age:

Sex: Male ☐   Female ☐

Question One

1-How do you describe your level in writing?

Weak ☐   Good ☐

Intermediate ☐   Excellent ☐

Question Two

2- Do you think you are receiving good writing instructions in university?

Yes ☐   No ☐

Explain ....

Question Three

3- Have you faced any difficulties when you start writing an essay?

Yes ☐   No ☐

Explain …………………………………………………………..

Question Four

4- Which of these elements do you think can help you write good essays?

a- Effective use of grammar ☐

b- Effective use of vocabulary ☐

c- Effective use of prewriting strategies ☐

Question Five

5-Do you know what is meant by prewriting strategies?

Yes ☐   No ☐

Question Six

6- If yes, which one do you usually use?

Free writing ☐   Brainstorming ☐

Mind mapping ☐   Outlining ☐

No strategy ☐   No answer ☐

Question Seven

7-Why do you use prewriting strategies?

To generate ideas ☐   to get an organized essay ☐

To organize your ideas ☐   to plan for the essay ☐

Question Eight

8-Do you know what mind mapping is?

Yes ☐   No ☐

Question Nine

9-Do you use mind mapping when writing your essays?

Yes ☐   No ☐

Question Ten

10- Do you think there is a relationship between the process of writing and mind mapping?

Yes ☐   No ☐

Question Eleven

11-Do you think a good mind map leads to good essays?

Yes ☐   No ☐

Question Twelve

12-Have you been taught how to use mind mapping in a good way?

Yes ☐   No ☐

Question Thirteen

13-Did you have enough practice for mind mapping and the other prewriting strategies?

Yes ☐   No ☐

Question Fourteen

14-Have you tried to practise mind mapping by yourself outside the classroom?

Practise mind mapping ☐   do not practise mind mapping ☐

Question Fifteen

15- Do you think mind mapping is important in the essay writing process?

Yes ☐   No ☐

Explain …………………………………………………….

Thank you for your collaboration