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**Mind Mapping as a Pre- Writing Teaching Technique to Enhance EFL
Learners' Essay Writing**

A Case Study of Third Year LMD Students at The English Division In
Mohammed Khider University of Biskra

A Dissertation submitted to the department of Foreign Languages as partial fulfillment for the
requirements of Master Degree in Sciences of the Language

Submitted by:

Ghellaba Chahrazad

Supervised by:

Mrs. Nachoua Hassina Kheireddine

The Board of Examiners:

Examiner One: Dr Bachar Ahmed

Examiner Two: Dr Rebehi Ayeche Salima

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Dedication

I thank Allah for helping me finish this work

I dedicate this work for my beloved Father **Ammar**

And my beloved mother **Aicha**

To my brothers: **Hakim, Nacer, Yahya, Mohammed**

Khaled and his wife **Radhia**

To my sisters: **Chafia**

Nadia and her husband **Salah** and of course her lovely
daughter **Hidaya**

To my both families **Ghellaba and Touil**

To all my beloved friends: **Naima, Sara, Halima**

Finally, I wish to give my special thanks and high appreciation to all
those who helped me in this work

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Abstract

The present research aims at investigating the effect of Mind Mapping technique as a pre-writing strategy on third year learners' essay writing. In order to test the hypothesis that the implementation of such strategy would help learners enhance their writing skill, the descriptive method have been used, (N=70) students have been chosen randomly representing third year LMD students at Biskra University. In addition, (N=7) teachers of Written Expression module have been selected to represent the second part of our sample. Two questionnaires have been analysed from which we obtain insights about the mind mapping technique and students' difficulties in essay writing ability. Results obtained in the present investigation revealed that there is a close relationship between the pre-writing strategy that is mind mapping and the improvement of learners' essay writing ability. Due to the crucial effect of mind mapping technique on enhancing students' writing level, reconsideration of the necessity of the pre-writing techniques for EFL learners should be taken into account.

List of Abbreviations

EFL: English as a Foreign Language

LMD: Bachelor, Master and Doctorate

MM: Mind Mapping

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General Introduction

Writing in English has a crucial role in all contexts (social, cultural and academic). It is considered as an important skill in the world of applied linguistics and an area of lively debate. It becomes a central measure of academic success in the field of education.

Writing skill become increasingly important in our global community; it is a necessity and no more an opinion as Graham and Perin state (2007). It has many benefits and advantages especially for learners. It helps them translate their thoughts and opinions into written language that can be read. Moreover, Carroll (1990, p.1) states that “writing provides a relatively permanent record of information, opinion, beliefs, feelings, arguments explanations, theories, and many other things. Writing allows us to share our communication not only with our contemporaries, but also with future generation it permits people from the near and far distance past to speak to us”. In addition writing enables writers to connect with their reader’s by giving them information or explaining a process and the most important convince them with an opinion. Besides, it gives a chance to discover their creative inner side (Bazerman, 2010). In other words writing is one of the four language skills which is a way of expressing thoughts, opinions and communicating with others not only putting down words on a paper.

It is also considered the most difficult skills in language teaching and learning where students have to make greater effort and more practice. Writing still presents a big challenge for many students at the university. According to Westwood (2008, p. 56) “written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes”. This skill has always been as an obstacle for students; EFL learners find it difficult and a complex skill that is why they are usually unable to produce acceptable texts. The difficulty of writing lies in the fact that it is about many different aspects of language (grammar, vocabulary, organization and content) in order to develop a good writing. Also, Students

spend too much time thinking to find ideas, particularly while writing; they follow the usual order of introduction, body and conclusion. In addition, students brainstorm many ideas and then find difficulties in narrowing the topic of writing. Consequently, they have problems in organizing their ideas before starting the writing task and producing a well- structured essay. The problem is mainly due to the fact that students lack the necessary pre-writing strategies that make them able to tackle the essay writing tasks easily. Therefore, they need to be provided with efficient techniques to overcome the problems that face them when they are writing. Finding new strategies has always been the concern of teachers who are interested in enhancing EFL students' writing skill and motivating them to master it.

From what has been said before, we can realize the importance of these strategies that provide a crucial help. Mind Mapping is one of the pre-writing techniques that can be used to generate and organize ideas and more importantly plan before starting the process of writing. Because of these reasons, we have focus on Mind Mapping as a pre-writing tool in producing a well- organized essay.

1. Statement of the Problem

Writing is a basic language skill as important as speaking and listening. Learners who are taught English as a foreign language need to know how to write letters, reports, articles, etc which are most of the time written in long essays. Foreign language learners of Biskra University find composing in English difficult because the writing process demands them to use many cognitive and linguistic strategies; they need to plan, organize and generate such ideas to simplify their writing which is the role of Mind Map technique. This study is conducted to clarify the effect of mind mapping in enhancing the learners' writing skill.

2. Research Questions

The present research addresses to answer four main questions:

1. What is mind mapping in EFL classes?
2. Is there any correlation between the use of mind maps and the improvement of the writing skill?
3. Does the use of mind mapping technique upgrade EFL learners' writing skill?
4. Does mind map technique have any positive effect on students' attitude toward the writing skill?
5. Does mind map technique enhance the students' overall quality of a piece of writing?

3. Research Hypotheses

To answer our research questions, we hypothesize that:

- If EFL learners use mind mapping technique, their essay writing ability will be significantly enhanced.

4. Aims of the Study

This study is intended to investigate the performance of students when using the mind map technique. It also aims to discuss the results of using this technique in enhancing the writing skill

Many objectives are behind this research:

- ✓ To facilitate the writing process
- ✓ To better generate and organize students' ideas
- ✓ To encourage more creative writing
- ✓ To enable the students to plan and brainstorm before students start writing
- ✓ To Provide EFL learners with a suggested writing strategy

- ✓ To have an opportunity to produce a meaningful piece of writing
- ✓ To give students a way to improve their memory

5. Significance of the Study

This research is important in the way that it suggests a useful technique in helping students to improve their writing. That does not mean that this research will be beneficial only for learners. When it comes to talk about its reliability for learners, it provides them with a useful technique and encourages them to use this strategy while trying to produce a meaningful writing to facilitate the process in order to score better. In the other hand, it is aimed to be effective for EFL teachers to give them a reason to apply this technique in teaching the writing skill.

6. Research Methodology

6.1 Method

The choice of the method has been determined by the nature of the study. In this research, the researcher is going to investigate the role played by mind map technique in ameliorating writing skill of the third year LMD students. A Descriptive interpretive method will be used to enhance the validity of this research that includes qualitative data collection. It is considered as the appropriate for this study in the sense that there will be variation in data collection and analysis.

6.2 Population and Sampling

The study group consists of 7 teachers' of Written Expression module in the English Department at Mohammed Khidher University of Biskra. For students, the whole population in this study is 415 third year English major students (10 groups) for the academic year 2016-2017. The chosen sample size is third year LMD English students chosen randomly.

6.3 Data Gathering Tool

In order to answer the research questions and to obtain data, we have chosen the qualitative research methodology by designing two questionnaires. In one hand, the teachers' questionnaire that is intended to discover whether Mind Mapping technique is used by teachers and their view about such tool. In the other hand, students' questionnaire aims to investigate their awareness about mind mapping and whether it is useful or not.

7. Structure of the Research

The current study will be divided into two parts, a theoretical one which is concerned with the literature review and the field work that is about data interpretation and analysis. The first chapter of the theoretical part is entitled Mind Mapping as a teaching technique. It starts with a brief overview of the brain and its relation to Mind Mapping. Then, we will give an introduction to the Mind Map tool as well as its importance and uses in the world of education.

The second chapter is about Essay writing ability that comprises a description of what writing is about. It will be divided into two main sections, one that tackle the writing skill in general where we will attempt to explore the writing theories including the teaching of the writing. Also, we will discuss the different approaches of teaching writing; a special focus will be on the process approach of teaching writing and its stages. It is a kind of a deeper insight about writing' process, stages, kinds, etc. The second section of the same chapter focuses on one type of writing that is essay. We have tried to shed the light on its definition and structure and more importantly implementing the Mind Mapping technique as a pre-writing strategy in the process of writing.

The last chapter, Field Work and Data Analysis, as its title suggests, presents the findings of the research and analyses the data which have been collected and compiled from Third year students of English as a foreign language and teachers of Written Expression

module through two questionnaires. This chapter ends with a conclusion that summarizes the findings.

CHAPTER ONE

Mind Mapping as a Pre writing Teaching Technique

Chapter One:

Mind Mapping as a Teaching Technique

Introduction

Learning is a difficult process for all language learners. Whenever they come to learn a skill, they face some difficulties that make them unable to master the language without using appropriate strategies. In this chapter, we will discover one of the learning /teaching techniques that is mind mapping. The main focus is on its usefulness and importance in addition to the general overview about the brain

1. Brain Overview

Before understanding mind mapping technique and knowing how and when to use it, it is important to have a look on human brain and its operational system.

1. 1 Brain Definition

It is the most important, sophisticated and complex part in the nervous system and the human body in general. Its importance appears when different activities are done by humans; each movement whatever its kind is controlled by the brain. It is unlimited since until now no one exploits all his brain's potentials. Human brain is an amazing, super and marvelous organ that has many roles as computers do. "Brain is a super-bio computer that dwarfs any machine on the market. If you understand how it works and how to work with it, you can employ and enjoy astonishing powers of learning, memory, concentration, and creativity in planning and structuring thoughts on all levels" (Buzan & Buzan, 1994, p.3). It is a magic part of the nervous system that must be impulse day by day to gain the needed energy, a network of blood vessels fed the human brain that weights one kilogram and a half (Harrison & Hobbs, 2010).

In each human brain, there are million, million (1000 000 000 000) brain cells (neurons). This last contains of a huge number of “powerful micro data processing and transmitting system” that transmit messages from each other as electrical pulses (Buzan & Buzan, 1994, p.27).

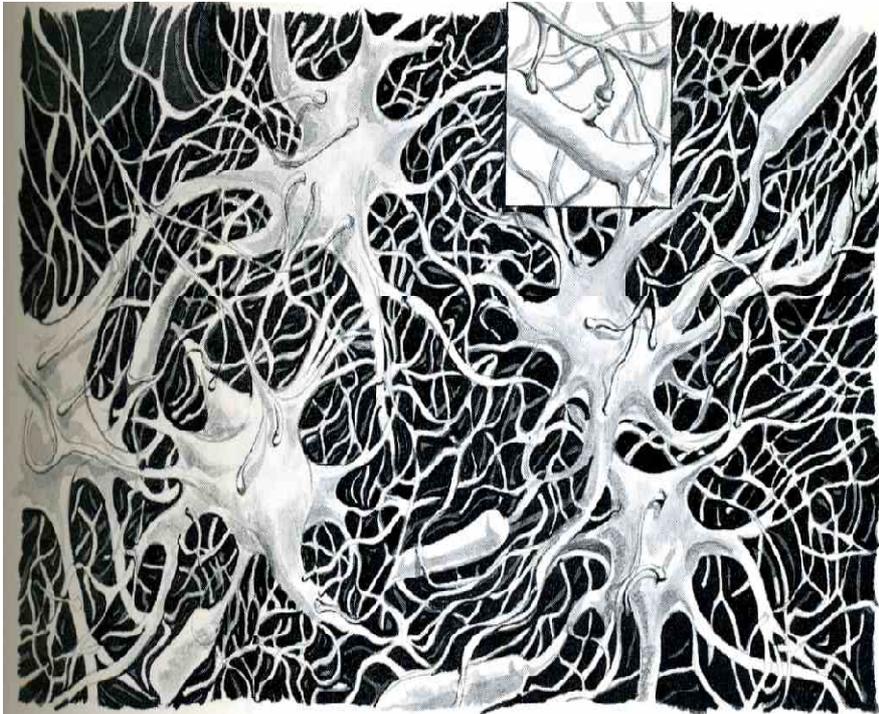


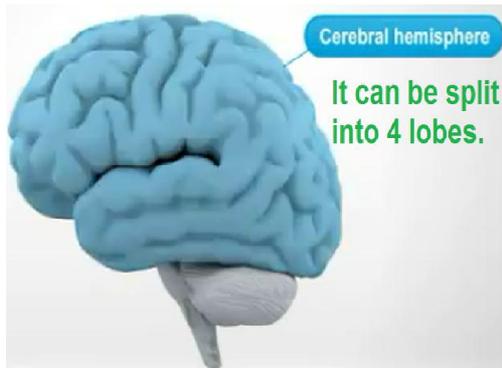
Figure 1: Brain cell (Buzan & Buzan, 1994, p. 31)

It is like an octopus, bit with ten, hundreds and thousands of tentacles that derive from the central body. Tentacles or (dendrite) as they are called are like tree branches composed of one particular branch that is the axon that is information receiver. The length of both dendrite and the axon is between a millimeter to one meter and a half (Buzan, 1994). Each human brain is divided to two hemispheres and each hemisphere can be divided into four lobes.

1.2 Brain Hemispheres

As mentioned above, the brain is composed of left and right hemispheres and also called cerebral hemispheres. Each hemisphere is made up of four brain lobes (Buzan & Buzan, 1994). Those four lobes are: at the very back, the occipital lobe that handles the visual sense.

At the top, parietal lobes that handles sensation and responsible of calculation and spelling. The third one is the temporal lobe that is just behind each ear and responsible of sound organization, memory and speech. The last lobe is the frontal where our personality is made up (Harrison & Hobbes, 2010). The graphs bellow shows the different lobes of the human brain:



It is a lobe which can be divided into four lobes and each one has its function

Figure 2: Cerebral hemisphere

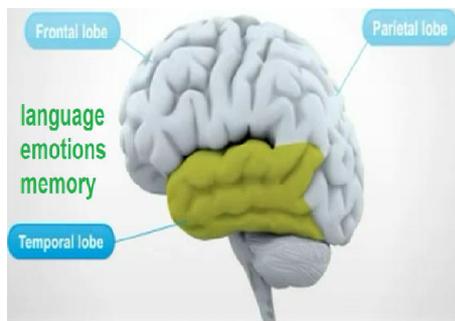


Figure 3: Temporal lobe

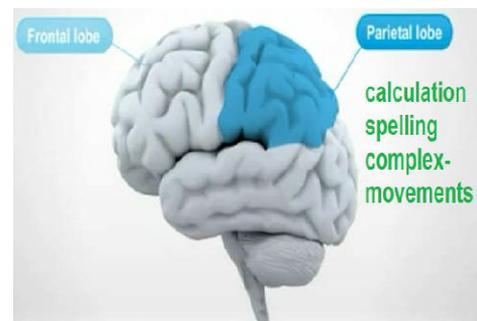


Figure 4: Parietal lobe



Figure 5: The frontal lobe

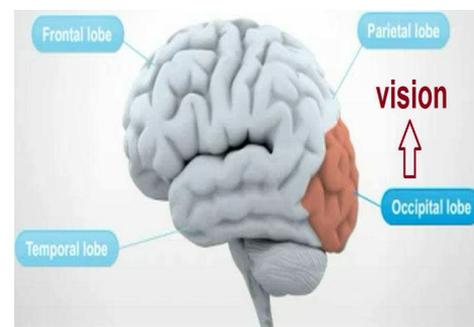


Figure 6: Occipital lobe

Each lobe of the cerebral hemisphere has its own function and locates in determined location in the human brain.

Thanks to Rogery Sepry's research in the late 1960 s, it is agreed that when there must be a task to be accomplished the two hemispheres divide the intellectual functions between them. In other words, the right hemisphere role appears in areas such as: colors, imagination and dreams. While, the right hemisphere is apparently central in skills like: words, numbers and logic (see figure 7).

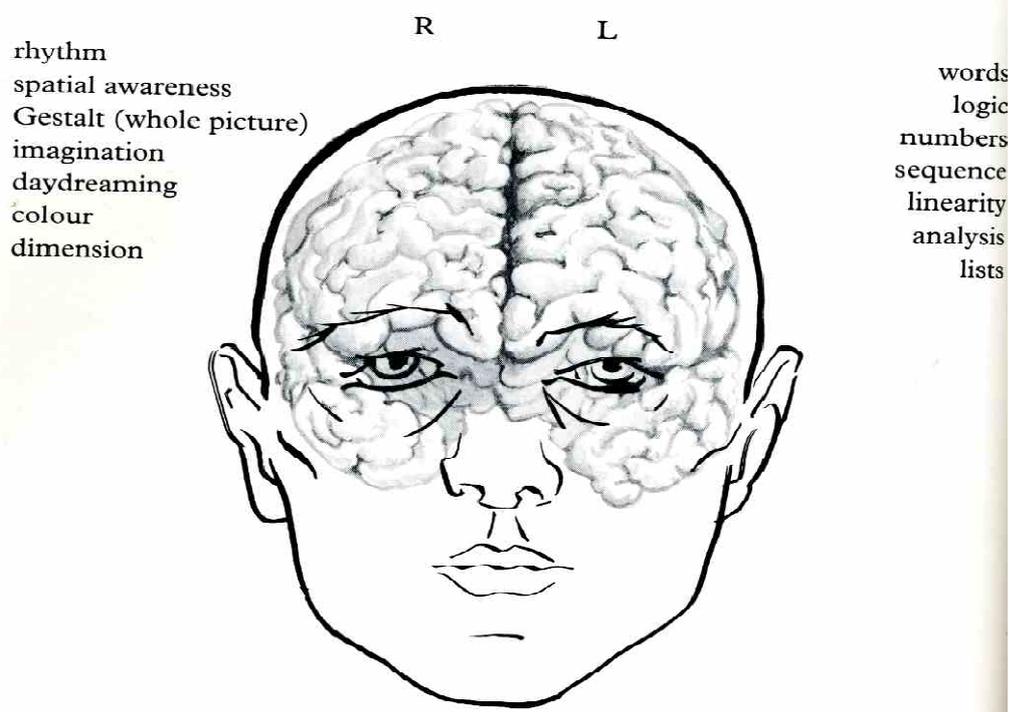


Figure 7: The brain cerebral cortex (Buzan &Buzan, 1994, p. 32)

The left part of the brain is more concerned with logic and the right is about emotions. When looking to the above figure and thinking about mind mapping, what is known is that mind map rely on using colours, images and also mind mapper imagination. We come to the conclusion that mind map technique uses the whole brain and hence facilitating thinking procedure and the brain would not be tired and background knowledge recall.

Thoranes is also one of the researchers who have talked about each human brain side' functions (1960) ; he has proved that each side has its own specialization (Bent Mohammed Soliman, 2006). These functions are listed in table (1):

Left hemisphere	Right Hemisphere
1. Reading for details	1. Reading for main idea
2. Search what is fact or real	2. Thinking one images and non-real thing
3. Retain Names	3. Remember images, imagination and faces
4. Verbal Thinking	4. Forecasting by intuition
5. Communication to prediction in an orderly	5. Invent stuff and methods
6. Manner	6. Dealing with several things at one time
7. Dealing with one thing in the same time	7. Find discipline unconfirmed
8. Rely on what other are saying accuracy measurement, verbal description of thinking	8. Writing fiction
9. Logical things, working in world and deed Analyzing ideas, check	9. Analyzing body language
10. Remembering learning only	10. Summarize educated information
11. Thinking while sitting	11. Thinking while recumbence

Table 1: The function of Two Hemispheres (Bent Mohammed Soliman, 2006, p26)

Concerning each hemisphere's skills, Buzan & Buzan (1994) argue that Language is combination of words and symbols. While logic is about: sequence, listing, linearity, analysis, time, association. Although each hemisphere is involved in specific activity but they are skilled in all activities

When it comes to writing, students used to start planning for their draft by using a linear method i.e., all what comes to their minds were drawn in a kind of list. In other words, they tend to exploit the left hemisphere and forget about the right side while it enables them to use their imagination that helps them to create new ideas.

2. Radiant Thinking

Any kind of information that enters the brain will be represented as a middle key image from which an infinite number of hooks radiates. Each “hook represents an association, and each association has its own infinite array of links and connections”, this is what is called radiant thinking (Buzan & Buzan, 1994, p.53).

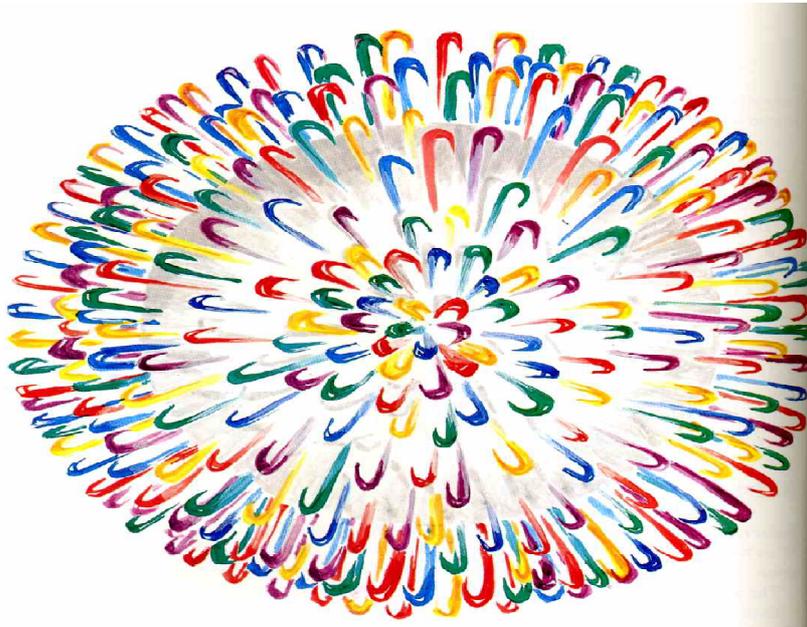


Figure 8: Graphic representation of a single unit of information in the brain

(Buzan & Buzan, 1994).

It is a term represented and defined by Tony Buzan in his book. He states that Radiant thinking is:

(From ‘to radiate’, meaning ‘to spread or move in directions, or from a given center’) refers to associative thought processes that proceed from or connect to a central point. The other meanings of ‘radiant are also relevant ‘shining brightly’ the look of bright eyes beaming with joy and hope’ and the focal point of meteoric shower- similar to the ‘burst of thought.

(Buzan & Buzan, 1994, p.57).

He means that thoughts and information that enter our brains has its associative ideas that are common and connected and represented in what is called radiant thinking.

Buzan adds that mind mapping is a kind of radiant thinking since ideas radiates from a central key word or image. There are five related and crucial functions of the brain concerning radiant thinking association machine according to Buzan & Buzan (1994, p.36):

1. Receiving	all what human senses feel and taste and smell and touch should be received by the brain
2. Holding	storing and accessing the stored information
3. Analysing	“pattern-recognition and information processing”
4. Outputting	concerns communication and creativity
5. Controlling	Function of both kinds mental and physical

Table2: The five brain functions

It should be mentioned that all these characteristics go together; each one reinforces the other. He adds that one cannot receive any kind of information without being interested,

motivated, and receiving process is well-matched with brain function. As a result, when the information is well-received, holding it will be easy as well as analyzing it. At the same time, being able to analyze and hold the information affect the way of receiving it easily. The next phase is the expression of the received data in a written or oral way or by using mind mapping. The last category of the brain is manipulating and controlling different human body functions.

3. Brain Language

Human brain language is not English or French, neither spoken nor written words. But, brain works by using senses and making connection between key ideas, images, words and colours. It should be mentioned that these senses make the whole brain works; the two hemispheres right and left one (Buzan, 2006). He also added that the use of: senses, exaggeration, rhythm, and movement, color, laughter, pictures triggers the punctual of thoughts. Whereas, connection is stimulated when using: numbers, words, symbols and order pattern. To mention the strong relationship between the brain and the Mind Map, it is enough to say that mind map uses all these factors. It helps the brain to produce, think, relate and imagine. According to Buzan, exploiting brains' ability in making connection and relating numbers with images, colors and words is one of the mind mapping benefits towards the brain (2007). In other words, he argued that mind mapping have the ability to unlock the potential of the brain. The way that the brain uses when thinking is not as most people think and believe; it is not linguistically but in a linear manner. The prove of this hypothesis is that when any kind of information enters the brain; when thinking about a tree as an example or any kind of stuff what directly comes to mind is the picture of that thing rather than the word in itself "tree".

Mind Mapping Overview

1. Mind Mapping Definition

An important teaching technique that proves its significance in the world of education this is from one side. But, if we want to go deeper many definitions will be founded for mind mapping technique. When talking about mind mapping, Tony Buzan cannot be ignored since he is the founder of this crucial technique. It has been developed toward the ends of the 1960 s. He defines it as:

An expression of radiant thinking and is therefore a natural function of the human mind. It is a powerful graphic technique which provides a universal key to unlocking the potential of the brain. The mind map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance

(Buzan & Buzan, 1994, p.59)

In other words, mind mapping is a new and effective way of thinking that appears as a means that enables human to use their brain capacities. It is widely used in the world of education and can be also used in many fields of life. After Buzan foundation of this tool, many works and researches have been done in order to recognize its uses. One of those researchers is Knee (2013, p.183) who states that:

A mind map is a powerful graphic technique that provides a universal key to unlocking the potential of the brain. It harnesses the full range full range of cortical skill: word, image, rhythm color and spatial awareness in a single, uniquely powerful manner. In so doing, it gives you the

- c) “Branches comprise a key image or key word printed on an associated line. Topics of lesser importance are also represented as branches attached to higher level branches”
- d) “The branches form a nodal structure” (p.59).

Those images, colors, codes and key words have a crucial importance in encouraging learners’ imagination, creativity and memory as well. For example, colors help the brain to think creatively and produce more and connect the different ideas with each other in a creative way. Buzan (1994)

3. Making Mind Maps

Drawing a Mind Map is an easy procedure if tools have been founded and steps have been followed. We have to know what we need to draw a mind map and how to do it in the right way step by step. We will start with the tools then we will move to its steps.

3.1 Mind map components (The mind map tool kit)

As we have said before Mind Mapping is a kind of one’s’ interpretation of ideas, thoughts and plans. Learners are able to create an effective creative mind map thanks to the mind map tool kit. It consists of three main components. According to Buzan (2003, p: 11) the tool kit mind map contains:

1. Blank, unlined papers
2. A range of multi-colored pens
3. A brain. (See figure 10).

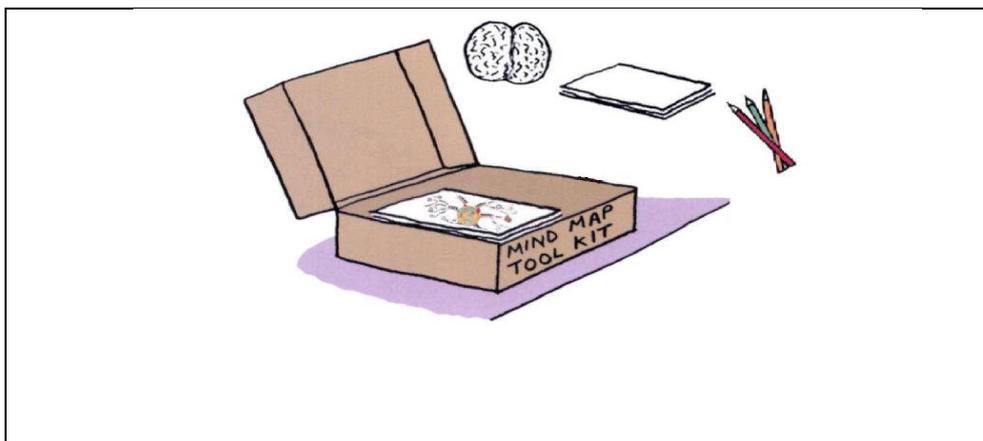


Figure 10: The Mind Map tool kit (Buzan, 2003)

Mind map components (see figure 10) are: words, lines or branches, different colored pens, images and pictures that are used by the three main tools; a paper to draw on the words using the different colors to relates them and of course the brain to organize them hierarchy. (Buzan 2003).

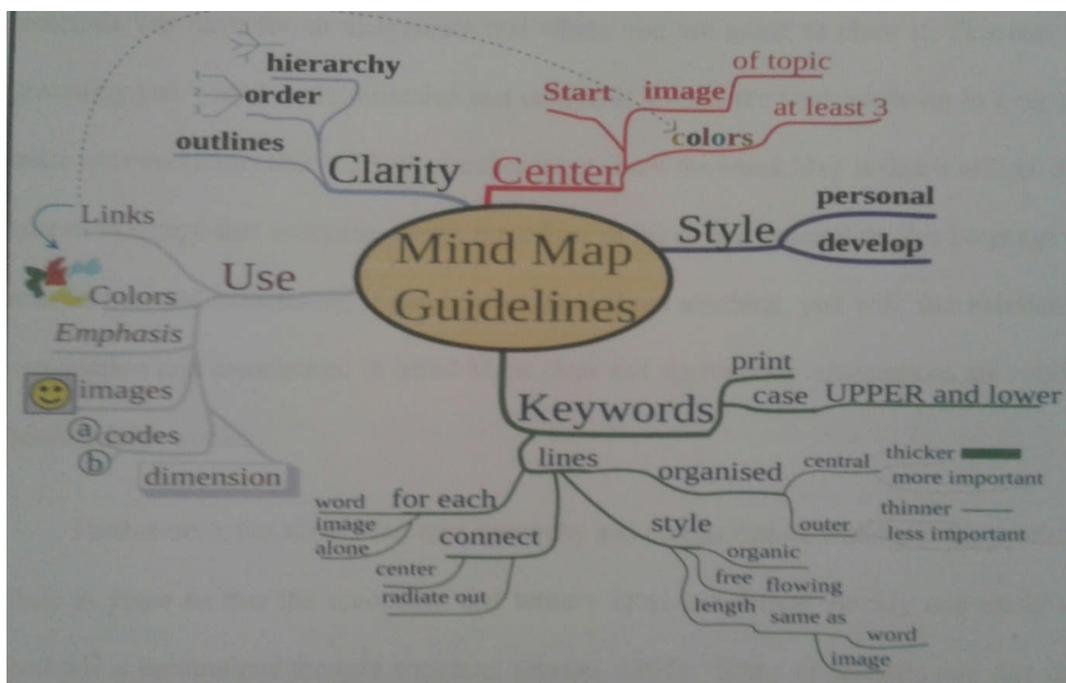


Figure11: Mind Map components (Buzan& Buzan, The Mind Map Book, 1994, p. 5)

3.2 Mind Map laws

It is true that when any one draws his mind map, he totally depends on his thinking ability and background knowledge. However, mind map has its rules and laws that should be followed in order to succeed in it. Mind Map laws are divided into: Laws of technique and laws of lay out. (Buzan & Buzan, 1994)

3.2.1 Laws of technique

According to Buzan (1994), mind map technique laws are as follows:

1. Use emphasis
2. Use association
3. Be clear
4. Develop a personal style

3.2.2 Laws of lay out

1. Use hierarchy
2. Use numerical order

3.2.1 Laws of technique

The first kind of laws consists of many other items that should be summarized as follow. According to Buzan (1994):

3.2.1.1 Use emphasis: information recall, invention and association also are developed through emphasis. Emphasis in itself requires the following items:

3.2.1.1.1 Always use a central image: a central image has its focus and effectiveness; it helps both the eye and the brain to make connection between the ideas. It makes the eye concentrate

in it and it is better if only image is used in the center to make it more three dimensional with adding shade and gorgeous colours

3.2.1.1.2 Uses images throughout your Mind Map: Using an image in one's mind Map has its great effectiveness as said before. Both hemispheres are stimulated by using it when mapping. A sense of equilibrium between visual and linguistic cortical skills is created thanks to an image that improves the visual awareness.

3.2.1.1.3 Use three or more colours per central image: the brain is awakening through the use of colours; it will be more creative and inventive not like when using just one colour and making the brain sleep. Not only the brain but also memory and creativity would be stimulated when colours are used by the Mind Mapper.

3.2.1.1.4 Use dimensions in images and words: Key and important words and pictures should be written in three dimensions in order to clear them and give them more emphasis. An example could be the below figure:



Figure12: Using dimension in mind maps (Buzan & Buzan, 1994. The Mind Map Book, p. 98)

3.2.1.1.5 Use variation of printing, lines and images: Giving a different size and volume to each image, word or printing also make everything clear in the sense of each one has its importance and relation to the others. Also, it enables the mind mapper to remember and relate

them according to their order; when he starts writing he will be able to start directly without thinking about the organization. The next figure is an example of how words vary in printing:



Figure13: Variation in printing in Mind Maps

3.2.1.1.6 Use organized spacing: When creating mind maps, mind mapper should leaves spaces between lines, branches and words also to make it accept adding new ideas that come later. Moreover, spaces between them make it clearer, organized, understandable and hence more useful.

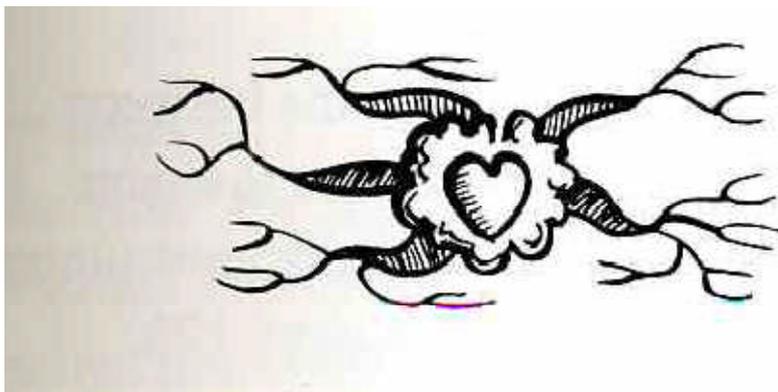


Figure 14: Organized spacing in mind maps (Buzan & Buzan, 1994. The Mind Map Book, p. 99).

3.2.1.1.7 Use appropriate spacing: the space that is left between the different items of the mind map has its great effectiveness in improving one's map arrangement and lucidity.



Figure 15: Appropriate spacing in Mind Maps (Buzan & Buzan, 1994. *The Mind Map Book*, p. 100).

The second technique of the first kind of laws as suggested by Buzan is as follow with its items:

3.2.1.2 Use association: as emphasis does, association is also an important aspect in developing memory and creativity. Taking the brain into the depth of any topic is the mission of association. Association can be attained through the use of the bellow items:

3.2.1.2.1 Use arrows when you want to make connections within and across the branch pattern: we can differentiate between the different used arrows in their size form and colours. These differences help to know the different connected items and the related ones.

3.2.1.2.2 Use colours: Colours have a crucial role in enhancing one's creativity and ideas invention. Buzan claimed that the use of different colours helps in developing the Variety of invented ideas. In any mind map, mind mapper should code each idea or sub topic with a specific colour in order to be clearer.

3.2.1.2.3 Use codes: codes are very essential in any mind map because they facilitate the process of organization and categorization

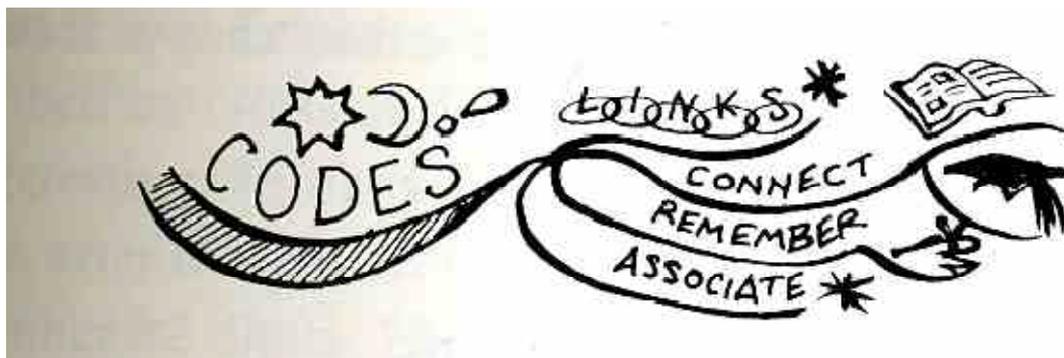


Figure 16: Using codes in mind maps (Buzan & Buzan. *The Mind Map Book*, p. 101)

3.2.1.3 Be clear

Clarity touches all the before items; there must be different colours in order to differentiate in addition to coding the related items and leaving space to avoid ambiguity and misunderstanding. In order to make the mind map clear, the following items must be followed:

3.2.1.3.1 Use only one key word per line: Buzan (1994) suggests that when putting just one word per line, the mind mapper brain is left free to associate and relate the maximum number of ideas. Moreover, each word related to the word or image that is on the next line.

3.2.1.3.2 Print all words: Printed words are better associated and remembered and also the brain will be able to keep in mind and save it. They are also shown clearly and might be used to focus the relation of them in the mind map.

3.2.1.3.3 Print key words on lines: key words must be matched by using lines that facilitate the brain to associate them and make the correct relationship between all the printed words. Those lines make the mind map more organized and understandable.

3.2.1.3.4 Make line length equal to word length: This item and all the above items help the mind mapper or the reader of the map to make connection easily when looking to the word and the line that relate it to another words.

3.2.1.3.5 Connect lines to other lines and major branches to the central images: In order to draw an organized mind map, one has to start connecting the main branches of the main sub topics with the central picture or the topic. Then, there will be other sub topics that should be related with each other; those lines can be: arrows, circles or any other different shapes as the mind mapper prefers.

3.2.1.3.6 Make the central lines thicker and keep them curved: The most important lines that the most important ideas are on should be thickened. They can be thickened at the beginning or after finishing if the mind mapper is not sure which ideas are the main. Also, they should be curved in order to help the brain to think and create. All these are factors that may affect the brain because it does not work under any conditions; the brain does not prefer the straight lines. (see in figure 17)



Figure 17: Characteristics of using lines in a mind map (Buzan & Buzan, 1994. The Mind Map Book, p. 102)

3.2.1.3.7 Keep your paper horizontally in front of you: The paper that is for the mind map should give the mind mapper the liberty and space to start putting his ideas. That is why it should be putted horizontally and to make it easier for reading.

3.2.3.1.8 Keep your printing as upright as possible: The kind of printing is also affects the brain. So, it is better to use the upright printing; lines must be horizontal to make his mind map as easier as possible for reading

3.2.3.1.9 Develop your personal style: It is true that we live in a unique world but that does not mean that we have to adapt one style. Each one in this world must have to owe his/ her

own style and try to develop it. The same for the mind mapper, he has to be imaginative and creative each time he draw a map.

3.2.2 Laws of lay out

It is concerned with mind map organization; these techniques help the mind mapper gives his mind map a creative, wonderful organization that make it easy to be used.

3.2.2.1 Use hierarchy: means putting your mind map in an organized structure in order to make it easy and useful

3.2.1.2 Use numerical order: when mapping for an essay, one has to give his ides a specific and chronological order. Mind mapper should numerate the branches according to the data he has or with giving priorities to them.

Mind map laws drawn by Buzan & Buzan (1994, p. 104) are very important for any mind mapper because they help him to draw an effective mind map that will be useful and organized and the main important is helping the brain to think creatively.

3.3 The five steps of Mind Mapping

According to Buzan (2003), making a mind map is not a difficult task all what is necessary is to follow a certain steps which need the use of the tool kit. These steps are the following: Firstly, start with preparing a blank white paper to draw the mind map on. Secondly, start the mind map with putting a central clear and appropriate picture for the main point of the topic; what helps the brain to think and brainstorm and free flow of ideas. This central image should consist of three colours at least. The third step is the most important because here where the mind mapper starts putting down his ideas and links them using branches and lines that radiates from the central image. These ideas and subtitles are the main points of the general topic that needs to be developed. The last but not least, in order to

activate the two sides of the brain, one has to use one picture for each idea when possible. Finally, continue with radiating ideas and sub topics from each branch; those new branches represent the details. All these steps will be shown on the bellow figures:

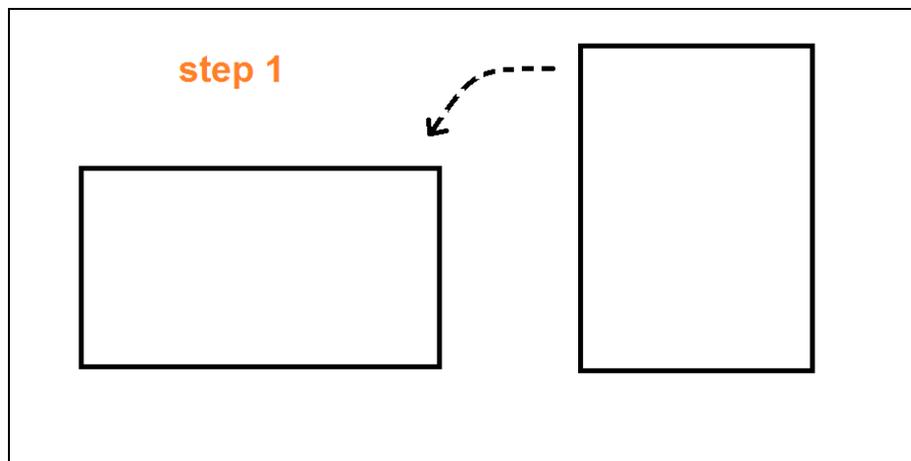


Figure 18: The first Step (Buzan, 2003, Mind Map for Kids)



Figure 19: The Second Step (Buzan, 2003)

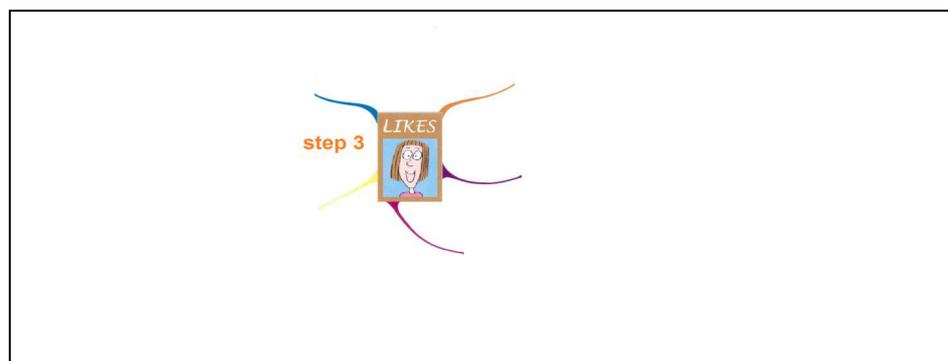


Figure 20: The Third Step (Buzan, 2003)

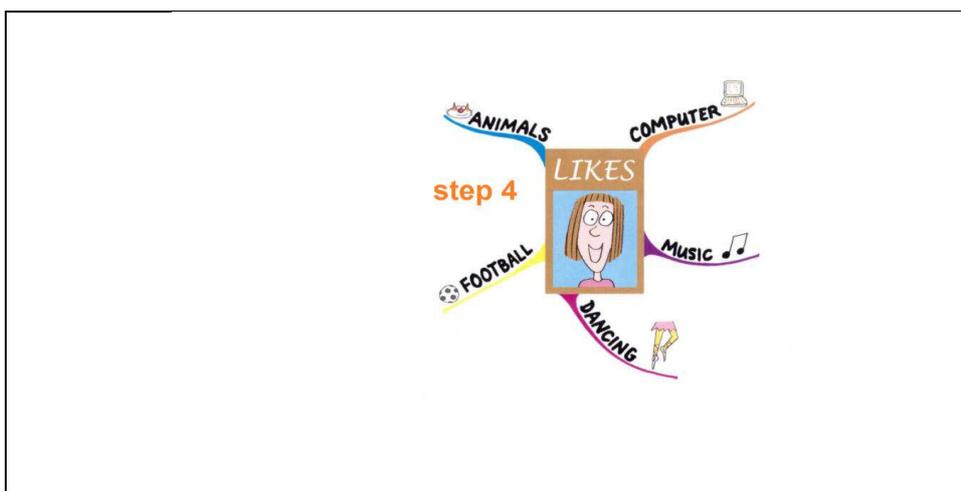


Figure21: The Fourth Step (Buzan, 2003)

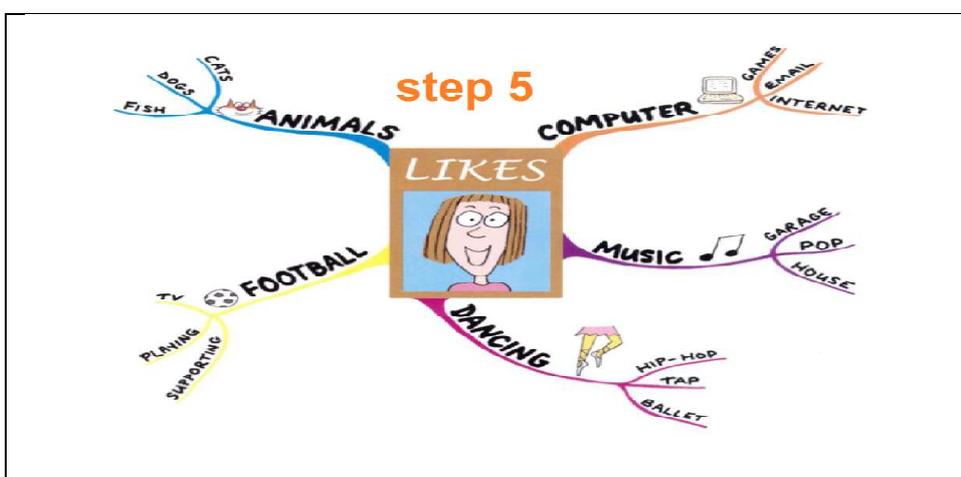


Figure22: The Fifth Step (Buzan, 2003. Mind Map for Kids)

The part of making mind maps includes laws, techniques and some guiding principles that facilitate the way of drawing a mind map for any one even for those who are making it for the first time.

4. Mind Map Uses

As we have said before Mind Mapping is a powerful technique that is very important and effective in the world of education. However, it can be used in many other applications and fields. Mind map uses are divided into three main categories: personal application, educational application and business and professional applications. (Buzan & Buzan, 1994).

4.1 Personal application

Mind map gives a great help in developing ones' desires, needs and long term goals. It can be always useful when one wants to plan, make a decision and write a diary or solve a problem and also self analysis. Self analysis mind map includes the important characteristic and personality traits and needs the four stages:

- Preparation of the environment
- Quick fire mind map burst
- Reconstruction and revision
- Decision making (Buzan & Buzan, 1994, p. 177-180)

In addition to self analysis, mind mapping can be useful in solving problems; Students face many problems in their education starting from learning to memory and revising. They are unable to revise their lessons, take notes from their lectures and write essays whether for examinations or as tasks.

4.2 Business and professional application

Meetings, presentations and management are three key elements in the world of business. They need to be prepared before applied. Those who are in this field can use mind mapping in their work; they will benefit from the use of mind mapping as Buzan & Buzan (1994) drawn the following benefits:

- Help each member of the meeting to understand each view point of the others.
- Each one has a summary and a plan for the meeting
- It is an efficient means of communication

He adds that Mind Mapping has great benefits for presentation:

- When they use mind maps they are not going to look at their plan every minute, so, stay in eye contact
- Assign the important points with specific images and colors what makes them clear.
- Make an organized presentation that makes their audience focused on the presentation.

3.3 Educational application

Mind mapping cannot be ignored in the world of education because it is a great tool to enhance students' performance. Both teachers and students can use it; teachers can use it in lectures' preparation and lesson planning. In the other hand, learners can use it in when writing essays, revising their lessons or summarizing them.

For teachers, Mind Mapping is an effective tool that teachers should teach it to their learners because it helps them to enhance their skills and ameliorate their performance.

According to Buzan & Buzan (1994), Mind Map benefits are as follow:

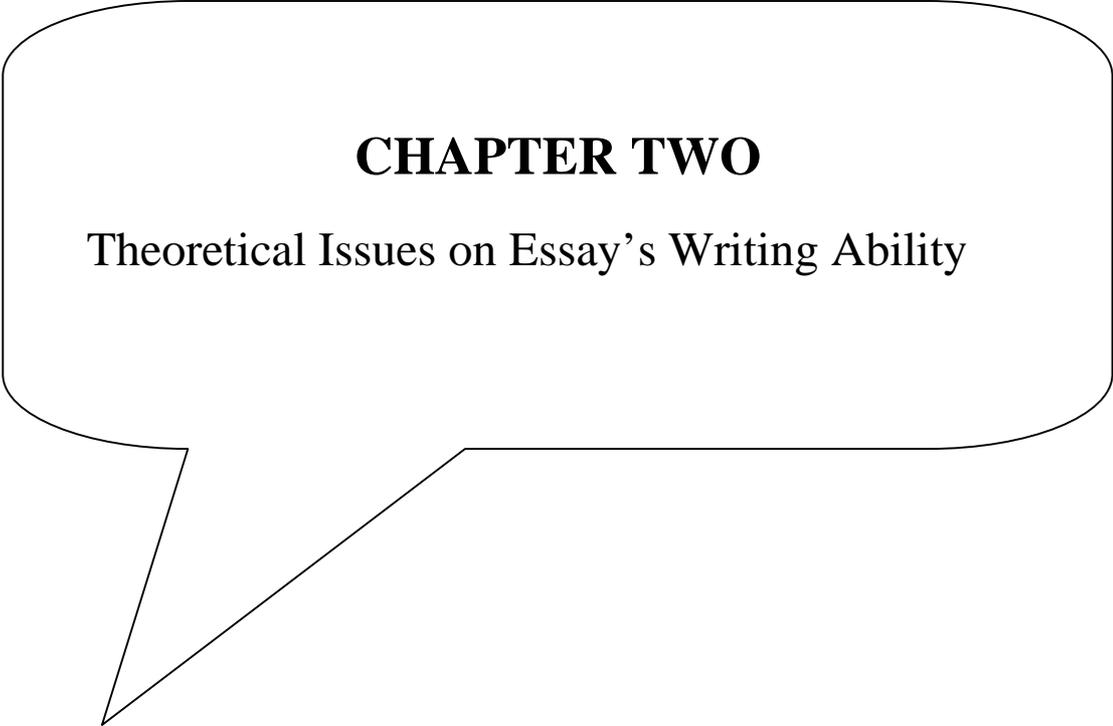
- When students are taught Mind Map their interest arises towards all what their teachers gives them from lectures, lessons and projects also.
- Helps both teachers and learners to prepare imaginative, creative and impulsive presentations and lessons.
- Because Mind Map is a new tool, teachers are going to be adaptable and flexible.
- Mind map characteristics and elements help students to improve their performance.
- Mind mapping makes students' notes more clearer and reduces its number when compared to linear notes

In general, mind map is a great strategy that has many great advantages in many fields; it can be used in:

- **Brainstorming:** Brainstorm the ideas that are in the mind to help you start the task you are devoted to
- **Note-taking:** while reading or attending a lecture, students may use the mind mapping to take useful notes
- **Problem solving:** helps you know the different causes of the problem and exploring them to find solutions for the problem.
- **Planning:** generate your ideas about any topic and organize them in a mind map in order to prepare before starting an essay or a project.
- **Presentation:** use a mind map to present a topic or project or anything behind an audience.
- **Memorization:** When revising for exams, students can use mind map to reduce the huge number of lessons to facilitate the process of revision. They can also exploit the time and benefit from it.

Conclusion

Students have to use the effective strategies that help them to enhance their learning and facilitate the process of teaching. One of these techniques is mind map which is a new technique in the world of education. This chapter talks about Mind mapping and its role in ameliorating brains' performance. A mind map is an effective tool because it helps the brain to use the sides, imagination and logic together, i.e. both brain sides works. It makes it think and produce creatively.

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CHAPTER TWO

Theoretical Issues on Essay's Writing Ability

Chapter Two

Theoretical Issues on Essay's Writing Ability

Introduction

Writing is a continuing process in which any writer discovers how to find the effective language to communicate his/her ideas and knowledge. This process has been seen recently linked to the other language abilities, particularly to reading and speaking. In this chapter, we will have two parts. Firstly, we will start with introducing the writing skill by presenting its nature. Then, we will move to the relationship between writing, speaking and reading. Also, we will shed some light on the teaching writing approaches that are widely used. Secondly, in the second part we will have a look on essays' boundaries focusing on its definition, types and parts. Finally, we will close the whole chapter with clear and direct titles that explain the main goal of this study that is the mind mapping and essay writing relationship.

Section one: Writing ability

1. Writing Definition

When drawing a piece of writing, one is going to communicate with persons who are going to read his composition. Your readers can not see you or hear your voice; all you have to work with are words. Its definition as a concept, an act or a skill is different. In the Oxford dictionary (2008), to write is “[...] to produce something in written form so that people can read, perform, or use it, etc”. When we come to its definition according to Harmer (1998), writing, of course, is one of the crucial skills of language, as speaking, reading and listening. Whereas, writing as an act is a sort of combining letters to produce words, and words are gathered to form sentences and so on.

To be precise, writing meaning is not just about graphic symbols or visual marks as suggested by Byrne (1979). Therefore, these marks are bounded by certain rules starting

from producing a word till the target product which is the text. In light with this White and Arndt (1991, p. 3) see that:

Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

Lado explains writing in a foreign language as “the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing” (1983,). The same as Widdowson relates the task of writing to the act of producing correct sentences and “transmitting them through the visual medium as marks on paper”. (1983, p. 26)

So, we can deduce from the previous definitions that writing is an activity based on the use of language through graphic representations of ideas, without forgetting the different rules of both structure and vocabulary items. Although it is not a simple task; He also says that writing is a complicated skill because it is not just about having something to say. In order to have a good style of writing, one has to master the different aspects of writing such as structure, vocabulary, mechanics, content, and the organization, i, e. is a difficult skill to teach and learn.

2. Teaching Writing in a Foreign Language

Becoming a writer is a multifaceted process, and learning the way of writing is also a challenge for foreign language learners (Kane,1988). Writing is one of the language skills that cannot be left behind in education. It is an important ability in teaching and learning English as a Foreign Language (EFL). Harmer (2001), argues that it reinforces learning, thinking, and reflecting on the English language learning and teaching.

2.1. Student's role in the process

Writing in a foreign language is students' capacity to use language and its graphic representation in an ordinary context; "we mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter-of-fact writing" (Lado, 1983, p. 248)

According to White (1987), "writing is not a natural activity" (cited in Nunan 1991, p. 36). It means that it is not a spontaneous activity; children are not born with and must be taught it. Foreign language learners are also concerned because they practice writing more than any others. Consequently, they must be provided with suitable strategies that help to improve their writing ability. Moreover, writing as reported by Byrne (1991), does not develop naturally like speech, it is a skill which cannot be acquired only by following a process of instruction. Consequently, students cannot be able to start writing directly. They will have to pursue a process that helps them to produce imaginatively about the topic they will write about. This process makes students able to decide about what to include and how to put it in their composition.

2.2 Teacher's role in the process

Developing learners' writing skill was and still one of main concerns of teachers. Teacher's role within writing teaching should be as a facilitator that guides his writers (students) within their work. That cannot happen if teachers do not encourage their students to follow the writing process step by step. Also, he must provide them with feedback from time to time in order to demonstrate them their weaknesses and improve their writing ability. Practices of written expression classroom must be suitable for students' needs without forgetting about reading. Writing teacher should encourage his writers to write more and motivate them to build it as a habit as Harmer said: "we need to help such students build the writing habit so that they recognize writing as being a normal part of classroom practice and they come to write tasks with as much enthusiasm as they

do other activities” (2007, p, 329).He means that teachers should make students see writing as any other skills and encourage them to write.

Teacher’s roles according to Harmer (2007):

1.Motivator	Teacher should do his best to motivate his students to do their activities by persuading them with their importance. In addition, He must convince them about the advantages of going through the writing process by following its stages and work along them. Also he has to encourage them to do their best effort.
2.Resource	When students have more extended writing tasks, teachers should make them aware that they are available and ready to help them whenever they need help.
3.Feedback provider	According to the task that students are doing, teachers should look around them to see what and how they are doing it in order to correct their mistakes with a suitable way, i.e., they must not be negative and disheartened

Table3: Teachers’ Roles in the Classroom

3. Writing Ability and Other Language Skills

We cannot talk about writing ability in isolation because of its difficulty precisely in a foreign language. There have to be a need to focus on the other abilities that are related and help in writing practices. Writing has been viewed recently as intimately related to speaking and reading.

3.1 Writing and reading relationship

Reading and writing are two different skills in terms of productive and receptive skills; but they complementary similar processes since both of them involve generating ideas and revising. In their composing reading-model Tierney and Pearson argue that “Reading and writing involves similar, shared, linguistic, and cognitive elements. Tierney

and Pearson (1983) state that as readers read and writers compose, both plan, draft, align, revise, and monitor as they read and write (as cited in Flippo & caverly 2000, p. 151)

Reading and writing connection has been investigated by theorists, researchers and practitioners (Eisterhold, 1990; Heller, 1975). It has often been viewed in straightforward terms such as: those who read well write well. It is known to everybody that when students read extensively, they become better writers in the sense that reading provides them with prior knowledge, vocabulary and ideas that reach the content and make them acquainted with the syntax of language. White (1987) point out that writing involves the ability to be a reader - when the writer is able to know how his readers will interpret his thoughts, and then he can write successfully.

Also krashen interest and work about this relation appear in some of his reports where he compared groups (classes) that practice reading more than writing and deduce that reading groups show more progress than writing groups in a written test. The conclusion that can be drawn from all the above discussion is that good writing is the result of exposure to a lot of readings.

3.2 Writing and speaking differences

When we talk about writing we find ourselves obliged to discuss its difference with the other productive skill which is speaking. It is true that they are different when considering their forms; oral and written forms. But both skills are equally important means of communication as stated by Raimes (1983), “two modes of linguistic communication” (p, 95).Being similar as two communicative skills does not prevent them from being different in terms of origin and practice .As a result, speech can be acquired without formal instruction; whereas, writing must be taught and learnt because it demands a strong and deliberate effort .In other words, speaking comes naturally while many people are not able to write. Moreover, speaking is spontaneous, planned and has to be processed

in real time; while, writing is planned in advance and requires people to take time when producing it because it goes through a whole process of outlining, drafting and revising. (Raimes, 1983)

To sum up the relationship between the two skills, four (4) main differences according to Brown (1994) are listed below:

Performance	Written language is permanent and can be read many times as the reader wants while, speaking must be processed in real time
Production time	In general, writers have much time to plan what to write and follow the writing process, while speakers plan and speech formulation must be within a few minutes if there is time to do so.
Formality	writing is more strict and official than speaking
Writer and reader distance	in both space and time is also present between speaker and listener

Table4: Writing Versus Speaking

4. Writing Difficulties

It is common known that second language learners face problems in developing their writing ability. One of the obvious obstacles is the effect of the first language that's in our case any language but not the English language. Raimes explains it as "When students complain about how difficult to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the

difficulty of finding and expressing ideas in a new language” (1983, p. 13). However, English native language learners also share the same difficulties of writing since writing seems to be the most difficult skill when compared to the other skills. Nunan agreed that “it is easier to learn to speak than to write no matter if it is a first or second language” (1989, p. 12). Moreover, most people find it complex and are unable to write well, as Grabe and Kaplan (1996) state. Its complexity may appear in the writing process long stages, Lack of knowledge that may be linguistic, sociolinguistic or cognitive. Another idea seems the same pointed by Nunan (as cited in Bell & Burnaby, 1989, p. 23):

Writers must show the control over content, format, sentence, structure, vocabulary, punctuation, spelling, and letter formation, i.e., control at the sentence level besides, writers must be able to structure and integrate information cohesively and coherently within paragraphs and texts.

In other words, in order to develop the writing skill, writers must be familiar with many aspects that can be summarized as follow: structure, vocabulary mechanics (punctuation, spelling, etc), cohesion and coherence.

Writing difficulties can be summarized in the below list:

- Lack of lexical variety
- Full of redundancy (that does not add any new information)
- Inability to link ideas
- Inability to generate ideas
- Lack of cohesive and coherent devices

However, with suitable teaching/learning techniques, students will be able to overcome their writing difficulties

5. Teaching Writing Approaches

Teaching writing has been a central element and principal means of communication. This interest leads to the emergence of different views about the best way of how to teach writing. These views differ from one theorist to another as Cited in table (5):

Author	Classification of Approaches
Raimes(1983)	Controlled-to-free approach Free-writing approach Paragraph-pattern approach Grammar-syntax-organization approach Communicative approach Process approach
Silva(1990)	Controlled composition approach Current-traditional rhetoric Process approach Academic-purposed writing approach
Johns(1997)	Process approach Interactive approach Social constructionist view
Tribble(1996)	Traditional text-based approach Process approach Genre approach
Nunan(1989)	Product-based approach Process-based approach Discourse-based approach Reader-based approach
Hyland(2002)	Text-oriented approach Writer-oriented approach Reader-oriented approach

Table 5: Teaching Writing Approaches

When it comes to talk about the different approaches of teaching writing ability, it is difficult to find one that is agreed amongst all researchers and practitioners. But, the result that can be deduced from the above table is that the process approach is shared between all of the theorists.

According to Harmer there are different approaches to the practice of writing “we need to choose between them, deciding whether we want them to focus more on the process than its products whether we want them to study different genres and whether we want to encourage creative writing either individually or cooperatively” (2001.p, 325). The focus here will be on the most current approaches that are relevant to the study:

5.1 The Genre Writing Approach

Studies on genre approach show its significance in helping second language students in their school and generally their life. It is regarded as an extension of product approach .like product approach it considers writing as a predominantly linguistic, but it focuses on teaching particular genres needed for language learners in order to fulfill certain functions and goals. That is why it is more used by students of English for specific purposes as claimed by Harmer. It is a different approach to look at writing since it views language that underlies the genre approach as functional resource (Painter 1989, 21): “Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do .The needs of language learners have shaped the linguistic system itself”

It does not only focus on the form but on the purpose “the central belief here is that we do not just write, we write something to achieve some purposes: it is a way of getting something done” Richards & Renandya (2003, p. 18).They note that these approach components are both discourse and contextual aspects of language use. Each writing genre is known in a specific speech community; for example, we know what an advertisement is when to see it, or a poetry from its format and so on.

In order to develop their writing within this approach, students must be knowledgeable about topics, styles and context of writing without forgetting about the writer. (Harmer, 2004)

5.2 Product writing approach

Product writing approach has been dominated from the mid 1940s'to the mid 1960s'.It is known as a product approach because it was concerned firstly with the finished written product and not in how it is generated Also, Brooks and Grundy (2001) state that this approach mean the final result that has about it an air of finality .Nunan (1989) identifies to the teaching of writing as an approach that stresses “the end result of the learning process what is it that the learner is expected to do as a fluent and component user of the language” (p. 86).Still Badger and White report that Product approach is considered with the writer knowledge of language structure ,and writing is about imitating model texts provided by the teacher .From all what has been discussed accuracy of the final product is an aspect focused on .It is defined by Grundy (1994) as “the only one small part of the skill of writing” (p. 53).It is achieved by imitating model texts .So , there is a close relationship between the model based approach which is about teaching how to produce a text by imitating another and the product approach .They are both final drafts but the one difference between the two is that the model comes first and the product comes at the end. White (1987, p. 7) states:

Not only does the model come first in the teaching sequence, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else's writing. What the model does not demonstrate how the original writer arrived at the particular product. In other words, it gives no indication of process.

Richards and Renandya (2003) describe the product approach by arguing that since students are provided by a model text in order to be aware of text features, there are four certain stages:

1. Familiarization: When reading different products (texts), learners will be familiarized with different grammar rules, vocabulary and so on.
2. Controlled writing: learners manipulate fixed patterns often from substitution tables
3. Guided writing: learners produce compositions through the imitation of different texts taken as models.
4. Free writing: patterns are very important for learners to develop an essay

Generally, from all the above discussion in the product approach students are provided with models of writing and they are asked to imitate them in order to produce acceptable texts. The attention here is on the final products, as well as grammatical and linguistic accuracy

5.4 Process-genre approach

Many researchers have recently recognized that there is a need for a new approach that combines all the above approaches. It has been called the process genre approach which is the synthesis of the product, process and genre approaches. It helps writers to improve their writing skill since they will be able to go through the writing process stages and also gain knowledge about different contexts of writing and the purpose of writing of any kind of texts. (Reonel, 2015)

According to Yan (2005) Process-genre approach contain six steps that are: preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising.

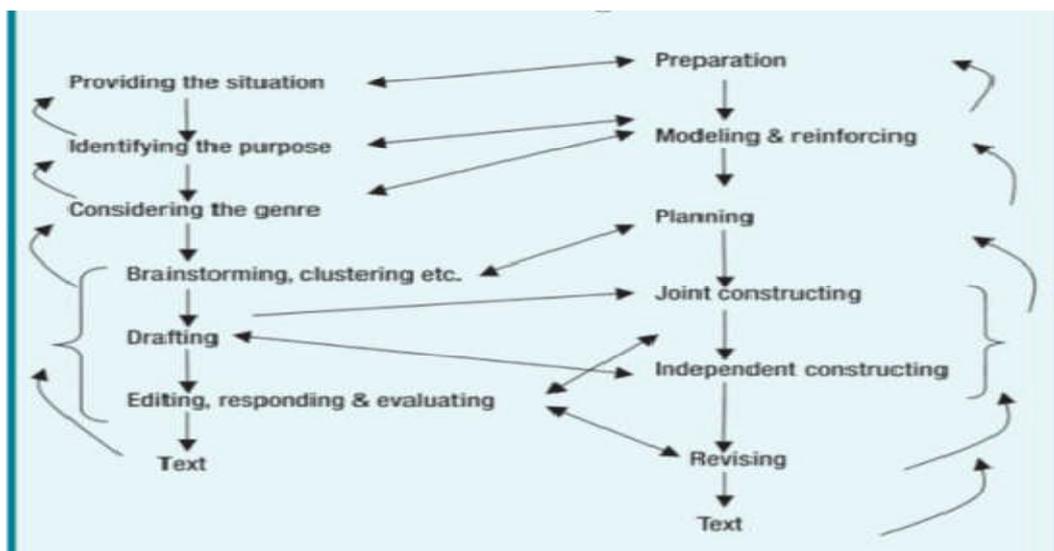


Figure 23: Application of the Process Genre Approach (Yan, 2005, P.21)

The chart (23) provided by Yan (2005, p.21) indicates that teaching writing through this approach must follow the six steps:

1. Preparation: The teacher start explaining and defining so as to pave the way for the learners to start writing in any particular type.
2. Modeling and reinforcing: The instructor starts by introducing the model and giving the students a chance to guess the audience and purpose of text. Then, Study the structure and the organization of such text.
3. Planning: In this step, learners must practice different kinds of activities such as: brainstorming, discussing and reading different related materials.
4. Joint constructing: It is a collaborative work from teachers and students in order to pave the way for constructing a draft. Teachers must follow all the writing stages and steps and students should share their ideas.
5. Independent constructing: It follows the one before; here students have to work independently relying on what they get when working with their instructor. But, they might be provided with the needed feedback from the teacher and he can ask them to do it as a home work.

6. Revising: Students may check each others' works not only wait their teachers to correct their compositions. Although the teacher feedback is the most helpful for students to produce a well- draft.

5.3 The process writing approach

The process approach emerged in the late 1960's and 1970's as a reaction to the product approach where the focus is on the product. It views writing as a process in terms of how it is done rather than how the final product looks like. It has a crucial role on teaching writing; unlike the previous approaches, this one entails a series of steps that the writer (student) goes through simultaneously in order to reach his objective i.e., producing a well determined draft. These steps allow student to get his final product successfully. "Learners who move on into composing immediately are likely to produce badly when writing" as claimed by Tribble (1996, p. 55). During these stages ideas are generated and organized after being revised and edited again and again until forming the final draft. Here comes the idea of recursiveness. It means that while students are trying to write an acceptable text, they move backward and forward many times when they feel the usefulness of something written down.

Writing is not a linear one, moving from planning to
composing to revising and to editing. It would be more
accurate to characterize writing as a recursive activity
in which the writer moves backwards and forwards
between drafting and revising with stages of replanning

(Hedge1988, p. 20)

This current approach sees writing as a complex process that encourages students 'creativity and obliges them to have multiple drafts until they finish their writing. While the teacher role here is a facilitator that guides students and help those with efficient strategies that facilitate each stage in the whole composing process.

5.4.1 Process approach stages

Most writers find difficulties in writing in how to start, what to put and how to organize ideas. That's why Writing is a process that needs to be conducted through steps until reaching the final draft. Oshima & Hogue (1997, p. 2) point out:

When you first write something down, you have already
been Thinking about what you are going to say and how
you are going to say it. Then after you have finished
writing you read over what you have written and make
changes and corrections. Therefore writing, is never a one
step action; it is a process that has several steps

Writing steps have been discussed by many authors: Harmer (2007 a); Hedge (2000); Krashen (1984 as cited in Richards and Renandya 2003, p. 15); Richards (1992 as cited in Sadek, 2007, p. 200); Tribble,(1997); White and Arndt, (1991) as summarized in the below table (3):

Hedge, (2000)	Harmer, (2007 a)	Krashen(1984 as cited in Richards and Renandya 2003, p.15)	White and Arndt, (1991)
1. Composing 2. Communicating 3. Improving	1. Planning 2. Drafting 3. Editing 4. Final draft	1.Planningn(prewriting) 2.Drafting (writing) Revising (redrafting) 3. Editing	1.Drafting 2. Structuring 3. Reviewing 4. Focusing 5. Evaluating 6. Generating
Tribble, (1997)	Blanchard and Root (2000,p. 1)	Richards(1992 as cited in Sadek, 2007, p. 2000)	
1. Prewriting 2. Composing 3. Revising 4. Editing 5. Publishing	1. Prewriting 2. Writing 3. Revising and editing	1. Rehearsing(prewriting) 2. Drafting 3. Revising	

Table 6: Stages of the process approach

According to the table (3) writing process stages are looked from different point of views. However, they all agree that in the process writers plan what to write. Then revise and edit what has been produced in order to submit it. This can be presented in the below figure (24):

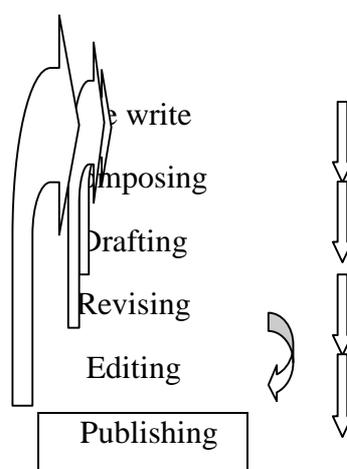


Figure 24: Process model of writing (Tribble 1996, p. 39).

All of the theorists share the five step processes of ideas generation those are proposed by Graves (1983, as cited in Johnson, 2008):

5.4.1.1 Pre Writing Stage:

It is the first phase in the writing process, where everything should be prepared before starting to write. However it can be used during the process when there is a need for adding new ideas. Pre writing main goal is creating ideas and enhancing student's writing skill.

It is considered as the most important stage in writing process since all what is done before writing is just as important as what is done during writing process. Students must be encouraged to take a long time during this stage preparing and planning for the final product

According to D'Aoust, prewriting activities help students in planning and deciding about what to include, the way to express ideas and enable them to write easily:

Pre writing activities generate ideas, encourage free flow of thoughts and help students to discover both what they want to say and how to say it on paper. In other words, prewriting activities facilitate the planning for both the product and process (1986, p. 7)

Many useful techniques can be used during this stage in order to help in developing a topic such as brainstorming, outlining, listing and mind mapping (whole chapter will be devoted to talk about it). They are all ways to generate ideas and facilitate drafting

5.4.1.2 Drafting stage

Here the writer starts critically writing the first draft relying on all what has been gathered in the first stage by connecting the brainstormed ideas; the writer decides what to use and what not to use. Tribble (1996) says, in drafting, writers “determine whether the information ...discovered in planning can be shaped into successful writing” (p. 54).It is general that first draft is one attempt and never a final product. There must be several drafts where new ideas may be discovered. The two first stages are called “hot topics” as described by Graves (1983, as cited in Johnson, 2008 p: 179) because most class room activities depend only on the two above stages.

5.4.1.3 Revising Stage

The main concern of revising a draft paper is structure. In order not to be confused with another stage, as a metaphor of “the heart of writing process”, Graves describes the revising stage (Johnson, 2008).The writer should revise his first draft many times there may be many new things to discover during this stage. The same idea was discussed by Taylor (1981, p. 7) “revision is the crucial point in the process when discovery and organization come together, when writers refine and react what they have written and shape it into coherent written statement”. In addition to developing student’s technique, it “enriches the repertoire of linguistic resources which are essential tools for writing” White and Arndt (1991, p. 37)

Revision is mostly confused with editing (The next step) .It involves checking again after drafting what has been written down; general examination of the written draft. The word itself “re-vision” means looking again and rethinking about the content and structure to improve it at all levels: words, sentences, paragraphs and essays...

There are two kinds of revision as cited by Murray (1978):

- Internal: concerning what has been drafted, Work again on the topic, ideas, arguments and ideas arrangement until reaching the conveyed meaning.
- External: When the composition is for an external audience, a short and brief procedure of revision related to style, tone, language and mechanics.

5.4.1.4 Editing Stage:

The emphasis is on language, correcting grammar, spelling and punctuation. In other words, reading your draft one by one many times focusing on sentences word by word as quoted by Starkey (2004). He also adds that in revision, work must be on large parts of composition while, in editing work is on word by word to eliminate all unneeded words and sentences.

Moreover, it is the final stage before publishing the final product to the readers. It involves checking the composition being written to avoid language errors. The more you work on editing your paper the better it becomes.

5.4.1.5 Publishing Stage

In order to alive his written text, the writer should submit and share it with readers. Johnson (2008, p. 199) “having an audience responds to your writing makes it comes alive”. For student, they submit their final compositions to their teachers in order to get feedback.

Sectio two: Essay Writing

Introduction

Essay writing is not often that tortuous. But it is important to recognize that in order to do it well, you must commit yourself to a process. Writing a great essay does not

happen in one sitting. It is true that creativity and inspiration can play a significant function in good essay writing. But, organization, and revision are also critical.

1. Essay Definition

EFL students at university are expected to write essays. “An academic essay is a written text, rarely fewer than 500 words or more than 5000 words in length, on a topic related to a course taught at a school, college, university” (Soles, 2009, p. 6). An essay is considered as a kind of long piece of writing that has its own rules as any other kind. Oshima & Hogue (1997, p. 7) defines it as follow: “An essay is a piece of writing that has more than one paragraph. It is divided into three part: A beginning, middle, an end. The beginning is called the introduction, the middle is called the body, and the end is called the conclusion”.

The number of essay paragraphs should be no less than three paragraphs. “But a five paragraph essay is a common length for academic writing” (Zemmach and Rumisek, 2003 p. 56). It has one basic structure whatever its type, but the purpose differ from one to another. One may write it to give a point of view, or to explain the necessary steps of certain process. They both have the same format. Essay is an important kind of writing that enable students to practice their writing ability.

2. Essay Parts (Academic Essay Structure)

Generally, academic essays have one common structure that helps writers in planning and organizing their ideas. In any essay, there are three important parts: Introduction, body paragraph, and conclusion. The first paragraph is the introduction that introduces the topic in general. The body paragraph is the most reach and important part with its expressions and ideas. To end with, the final paragraph that summarizes the whole essay. As you will see in the table (4)

Essay Structure

<p>Title</p> <p>I. Introductory paragraph</p> <ul style="list-style-type: none"> A. Gets the reader's attention (capture his/her interest) B. Tells the reader what to expect in the essay C. Is usually shorter than the body paragraphs <p>II. Body Paragraph #1</p> <ul style="list-style-type: none"> A. Often begins with a topic sentence B. Explains one of three major points about the topic C. Might contain reasons and examples D. Is linked to the following paragraph <p>III. Body Paragraph #2</p> <ul style="list-style-type: none"> A. Might have the topic sentence as the second sentence B. Discusses a second major point about the topic C. Might contain quotations and statistics D. Is linked to the following paragraph <p>IV. Body Paragraph #3</p> <ul style="list-style-type: none"> A. Might have the topic sentences as the last sentence B. Discusses the last major point about the topic <ul style="list-style-type: none"> 1. The last point is often the most important point. 2. The other paragraphs may have been building toward this one. C. Might contain opinions and personal stories D. Is linked to the following paragraph <p>V. Concluding paragraph</p> <ul style="list-style-type: none"> A. Usually begins with a word or phrase that signals the ending B. Lets the reader know that the essay is over <ul style="list-style-type: none"> 1. Like <i>THE END</i> in a children's book, it signals the end.

Table 7: An essay Structure (Mackenzie, 2007, p. 13)

2.1. The introductory paragraph

The first paragraph in any essay is called the introduction. It introduces the main topic by using general ideas that are related. It further directs the reader to grasp the main topic. Kellogg (2004) states that the best introduction is the one that contains” a rather broad, attention-catching comment on the topic”, but do not cover “factual information” (p, 23) those needed in the body paragraph. In order to write a good introduction, Starkey (2004) point out:” the best way to write a compelling introduction is to wait to write until you have completed the rough draft of the rest of your essay” (p, 78). It comes after drafting in order to know what to say and to avoid repetition.

It contains the most important sentence in the whole essay. This is the thesis statement, the strongest and clearest expression. It acts as an umbrella in which all sentences and ideas are covered. It usually appears at the end of the introductory paragraph.

2.2 The body paragraph

It is also called the development paragraph since it gives more details to support the thesis statement. It contains many paragraphs that start with a topic sentence. According to Robitaille and Connelly (2006, p. 101):

Each paragraph in the body of the essay develops one main point (topic sentence)

That supports the thesis of the essay. The topic sentence should support the thesis of

the essay. The topic sentence should present an idea that can be developed in one

paragraph, and the topic sentence should support the thesis statement of the essay.

As mentioned above, one main point should be supported with more details in each paragraph. Arguments, facts, examples and statistics can be used as supportive expressions. The first step to do before writing the body paragraph, planning is an important task that helps to write it easily (Starkey, p. 2004). All what should be done is linking the ideas by using transitions which help the writer to shift from one idea to another.

2.3 The concluding paragraph

The conclusion summarizes the whole essay by restating the thesis statement;”The conclusion should bring the reader back to the question and back to the thesis” (Kellogg, 2004, p. 33). It is the final part of the essay and “final impression” that the reader gets, Starkey (2004). The beginning of the conclusion is a key that helps any one to deduce that is the final paragraph. Expressions like finally, as a conclusion, to sum up are kinds of concluding terms that are used in this final paragraph.

3. Essay types

In academic writing there are countless types of essays that differ in terms of purposes. Knowing each type is very important for EFL learners in order to use the best one for any topic they need to develop. Essay might be descriptive, argumentative, narrative, comparison and/or contrast, cause and effect.

3.1 Descriptive essay

It is one of the academic essays that work on describing a person, object, event, place or experience. When reading this kind of composition, the reader may feel the situation; as he is seeing the described object or living moments of that experience. In descriptive essays, writers express their ideas by using figurative language. When

describing something, metaphors, personification, comparisons are essential for the description. Using such kind of expressions that make the reader get the impression that the writer wants is also useful. When writing any essays, there are questions to answer. In a descriptive essay the questions to answer are” What is something –or someone- like? What are its characteristics? Or what are the different parts that make it up?”. (Crème & Lea, 2008, p. 78).

3.2 Narrative Essay

In any narrative essay, the focus is mainly on series of historical events to be told or stories to be narrated. Those stories may be personal or taken from biographies or novels. Series’ events can be narrated with its chronological order or as some narratives do present it from the middle or even the end in an enjoyable way using certain flashback. Here, the order of events depends on the reader and the writer purpose. It is characterized by the use of the third person “he” and the use of time markers to describe the events.

3.3 Argumentative Essay

It is a type of writing that needs investigating a topic, generating ideas and collecting data. In an argumentative essay, the writer should states a point of view and supports it with evidence in an objective manner. A strong argument must be presented in a straightforward and direct way (Podis and Podis, 1996; as cited in Saihi, 2015). There are two ways to organize an argumentative essay. Firstly, the writer may start with presenting weak evidences that are against his pint of view. Secondly, he may give many arguments that support his opinion (Smith, 2003). The order of the supporting ideas should be taken into consideration according to its importance.

3.5 Comparison and Contrast Essay

Compare and contrast essays tend to show similarities and differences between two items or more. According to Linder (2005) “This method frequently to highlight similarities and differences between literary features in English classes. In psychology, it is used to compare theories and treatments. It is also used in history class to compare great leaders and their actions”. (p, 266) . In this kind of essays both similarities and differences arrangements should be either item by item or point by point (as cited in Saihi, 2015, p. 132). The writer may choose to discuss only the similarities or only differences i.e. there must be sufficient details to cover within the whole essay.

4. Writing Effective Essay

Writing is one of the language skills that EFL learners tend to develop. Essay is one of the writing tasks that need much work on many terms in order to write a well developed essay. Organization, clarity and word choice are very crucial when aiming to write an effective essay (Starkey, 2004)

1. Organization: is the most important thing that writers should take in consideration when writing. Organizing essay ideas in a structured format facilitate the readers’ understanding and convincing of the points that are in any organized piece of writing.. In other words, according to Starkey (2004, p.2)” the direction and purpose you get from organization help your reader to believe what you are saying, and to willingly follow your lead”.
2. Clarity: all written passages have one shared aim that is conveying the message behind the written work. But, if the ideas are not clear and they may stop in any point, readers may fail to grasp the message. There are six points that help writers to include clear ideas: eliminate ambiguity (avoid ambiguous sentences),

modifiers and precision, powerful, precise adjectives and adverbs, conciseness (Avoid wordiness).

3. Word choice: For Kane (2000) and Starkey (2004) each word has two different aspects of words' meaning that should be taken into consideration: denotation and connotation; the former "is the basic or literal meaning of a word" (p. 21) that is the first meaning. While, the latter is "a word's implied meaning which involves emotions, cultural assumptions, and suggestions" (p. 21).

5. Mind mapping and student's writing ability

Writing is the act of expressing thoughts according to different language conventions. Students must handle a set of tasks in order to develop their writing skill. Firstly, they should choose appropriate mechanic devices and know when and how to use it. Secondly, writers should know how to combine their ideas. Finally, use suitable strategies that facilitate the writing process.

5.1. Planning and Outlining

5.1.a Writing and Thinking

It becomes important to build a generation that can be able to learn with new different styles of thinking. That generation should rely on themselves in the first place and focus on developing thinking abilities and creativity. Writing can be included as a creative act that implies thinking.

Writing is considered as a behavior for many psychologists, And to understand this behavior one must understand what underlies that behavior. In other words, if we want to understand how someone writes, we have to understand how he thinks. According to

Burfee (1986), everyone is born in a “conversation mankind” as he calls it and depending on this conversation, we can determine the way of thinking and writing

Our task involve engaging students in conversation among themselves

And as many points in both the writing and the reading processes as possible;

And that we should continue to ensure that students 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 to each other

Determines the way they think and the way they will write.

When it comes to writing, thinking about what to write and what to and not to include in the composition may be difficult for many learners. When they have to start writing, developing and exploring the topic, it is better to plan before starting. Strategies such as mind mapping can help them to think and decide about what to write in the final draft.

5.1.b Outlining

Pre-writing is the first step in the writing process where writers plan and draw an outline for their draft. In this phase, writers start with brainstorming where they gather and generate the maximum number of ideas. There are many types of brainstorming and each writer prefers each type. A good prewriting strategy help students to write easily; this is related to how they can organize ideas.

Planning strategies are many and different. One of them is mind mapping, that can be considered as a thinking strategy, may help students in solving their thinking

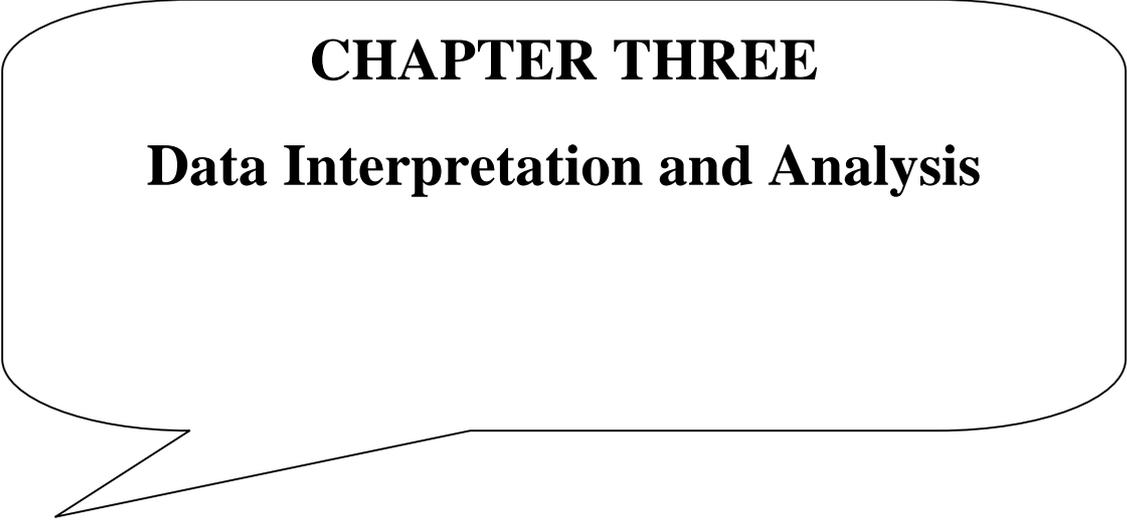
problems and trigger creativity. In other words, preparing a plan will lead to a well-structured assignment.

Mind mapping or a spider diagram is an outline in itself. Writers who rely on it start with drawing a central idea which is the main and the general topic. Then, there are other surrounding details which are intended to support the main idea. Those supporting points radiate out from the center and personalized with branches to show connections between the ideas generated in order to construct visual meaningful relationship between the ideas. Generally speaking, mind mapping is seen as a kind of brainstorming strategy. Brainstorming is effective because it help in generating ideas and concepts. According to Zemmach and Rumisek, mind mapping is important in the sense that “Some writers prefer mind mapping, because they can easily see the relationship between ideas” (2003. p, 8). Also, it is beneficial to solve student’s problems in writing in terms of organization, planning and time consuming, since it shows the overall structure of a subject and the relative importance of each individual part of it.

Conclusion

To summarize, writing is a difficult skill to master for both native and non-native speakers. It is also a difficult skill to be taught as declared by many teachers. In producing any piece of writing, students have to go through the different steps of the writing process. Moreover, they should be aware of the writing’s components in order to produce a well-structured composition. The first part of this chapter reviewed a number of issues related to a central skill, which is writing, in this research. Crucially, an attempt has been made to elucidate definitions, types and approaches where the focus was on the process approach and its stages. In addition this literature review on this skill helps in discovering the different difficulties that EFL learners face in learning essay writing. Next to this part, a general overview about essay writing has been developed in order to show the different

parts and types that students must know. Finally, we highlight the relationship between writing and mind mapping that can be used as a prewriting strategy. As a conclusion, by adapting this technique, students' essay writing ability will be enhanced.



CHAPTER THREE

Data Interpretation and Analysis

Chapter Three

Data Interpretation and Analysis

Introduction

This chapter represents the field work of the conducted study in order to recognize the effectiveness of the mind mapping as a teaching writing technique. It is devoted to the analysis presentation of data obtained through the implementation of the present research. The analysis concerns the data obtained from two different questionnaires, namely, teachers' questionnaire and students' questionnaire. In the first section of this chapter, students' questionnaire is analysed. Then, the second part is devoted to teachers' questionnaire analysis. It describes the study's methodology, sample, instruments, data collection procedure and findings.

III.1. Research design

The research design section includes the design of the current study, i.e., the method has been used and the sample has been chosen.

III.1.1 Method

The choice of the method is determined by the nature of the study. In this research, the researcher is going to investigate the role played by mind map technique in ameliorating writing skill of the third year LMD students. A descriptive interpretive method will be used to enhance the validity of this research that includes qualitative data collection. It is considered as the appropriate for this study in the sense that there is a variation in data collection and analysis.

III.1.2 Population and sampling

It introduces the population of the study and mainly the sample has been chosen from both teachers and students.

1.2.a For Students

The selected population in this study is 415 third year English major students (10 groups) at Mohamed Khidher university of Biskra for the academic year 2016-2017. A sample of seventy (70) students has been randomly selected. The choice made for the reason that those students start writing essays that need such kind of strategies which help them to master this writing skill

1.2.b For teachers

Third year teachers of written expression make up the whole population. We have dealt with the sample of seven (7) teachers selected randomly from the entire population (7). All the participants in this study are professor, doctors and set teachers.

1.3 Description of Research Instruments

For obtaining the data that helps achieve the goal of this study, the researcher applied the following instruments:

For this study, we have designed two questionnaires, one for teachers and one for students. The two questionnaires contain questions of multiple choice types, open ended questions where the respondents tick the appropriate answer or give a full one depending on the given question.

1.3.a Students' questionnaire

A total of 100 questionnaires had been delivered to third year LMD students from the department of foreign languages at Mohammed Khidher Biskra University. (70) answered questionnaire are chosen to represent the whole sample. Students did not encounter any problem when answering our questionnaire. It aims at getting the students' opinion about the effectiveness of Mind Mapping technique to enhance students' essay writing. It includes the close ended questions and open ended questions where respondents have to explain their choices. The questionnaire involves (21) questions divided into three sections.

Section One: Personal information (Q1- Q2)

It aims to know some general information about our respondents. Also, tend to make students feel at ease and to start with simple questions.

Section Two: Mind mapping as a teaching writing technique (Q1-Q5)

Most questions are close ended questions that deals with the students' knowledge of the new technique .It also includes two open ended questions that aims to investigate students' view about Mind mapping technique.

Section Three: Essay writing Ability (Q1- Q14)

It is divided into two parts that are writing ability and writing essays. The first part (Q1-Q8), these questions are asked to get students view about the writing skill in general and their level. It contains some open questions where they have to explain their choices and justify. The second part (Q1-Q6) tends to be more specific since the focus is on essay writing.

1.3.b Teachers' questionnaire

This questionnaire consists of (23) questions arranged in terms of open ended and multiple choice questions that are divided into three sections as follow:

Section one, from question (1) to question (4) : includes general questions about teachers' degree and experiences in teaching English language and especially written expression module.

Section two: that is entitled teaching writing essay and divided into two parts, part one from question (1) to question (7), deals with wring skill in general. Part two, from question (1) to question (8) concerned with writing essays and its difficulty.

Section three, from question (1) to question (4): about mind mapping technique in developing the writing skill. The objective is to check teachers view whether this strategy is useful and not and whether it helps students in their learning.

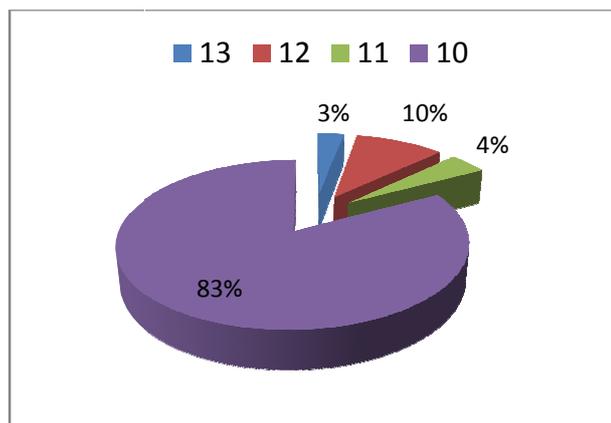
1.4 Students' Questionnaire Analysis

Section one: Personal Information

Question One: How long have you been studying English?

Years	Number	Percentage
10	58	83%
11	3	4%
12	7	10 %
13	2	3%

Table 8: Years of Studying English



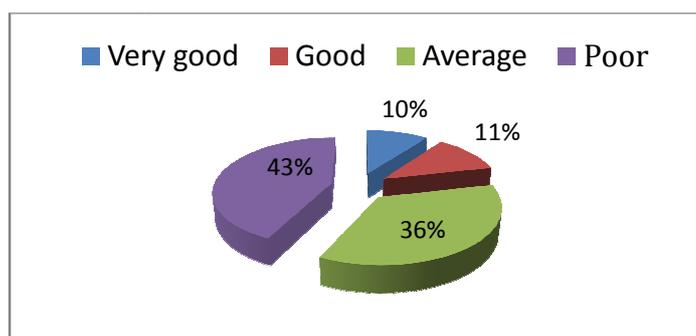
Graph 1: Years of Studying English

This question concerned EFL learning experience in order to see how many years they have been in touch with English language. Table (1) demonstrates that most students have been studying for about 10 to 13 year. We should take into consideration those students who have been taught English in primary school and students who repeated the year.

Question Two: How do you consider your level in English?

Level	Number	Percentage
Very good	7	10 %
Good	8	11 %
Average	25	36%
Poor	30	43 %

Table 9: Students' Perception of Their Level in English



Graph 2: Students' perception of their level in English

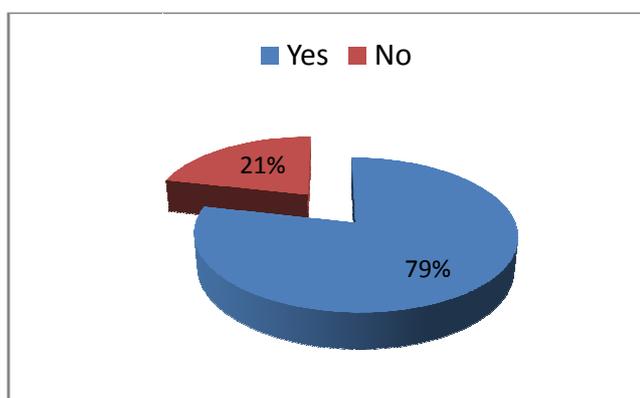
Investigating the level of third year students as English learners from the students' perspective, 43% reveals that students classify their level as poor in English, 36% as average English learners, just 11% who consider their level as good and about 10% as very good learners. These results indicate that students are not pleased with their level and that is a difficult skill to master.

Section Two: Mind Mapping as a Teaching Writing Technique

Question One: Are you familiar with mind mapping technique?

Responses	Number	Percentage
Yes	55	79%
No	15	21%

Table 10: Students' familiarity with Mind Mapping



Graph 3: Students' familiarity with Mind Mapping

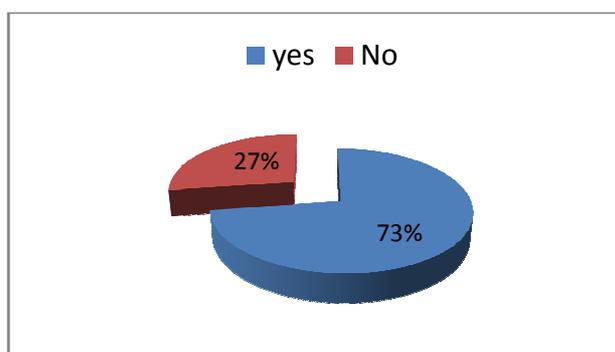
It is very important in this research because it investigates how many students have an idea about mind mapping technique. More than the half opted “yes”; 79% i.e., more than half of the students know mind mapping technique. It is not necessarily that those who are aware of it are using it; that what we will see in the next question.

- If yes, do you use it?

This question is related to the previous one; for those participants who answer yes. It aims to know whether this technique is widely used in education or not. The results are presented in table (8):

Yes	No	Total
40	15	55
73%	27%	100%

Table 11: Students’ Use of Mind Mapping



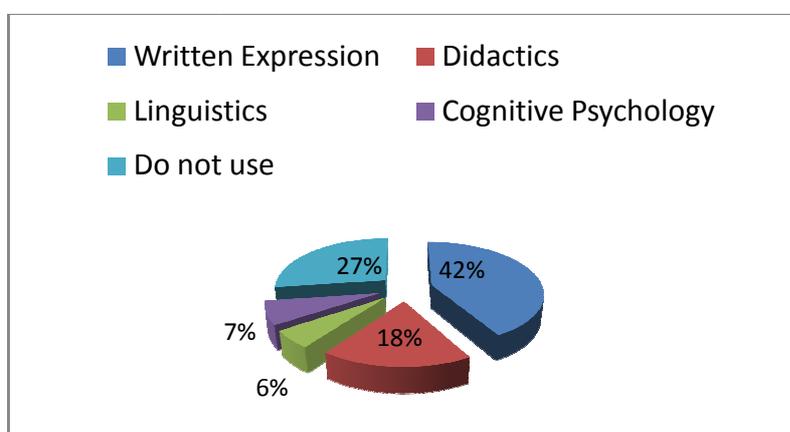
Graph 4: Students Use of Mind Mapping

Table (8) clearly indicates that the majority of the students who know Mind Mapping technique use it for different purposes that we should know in the next question. 27% refers to those who have an idea about mind mapping, but do not use it. It may be because they find it difficult or they used to opt for other techniques.

- For which module do you use it?

Module	Number	Percentage
Written Expression	23	42%
Didactics	10	18%
Linguistics	3	6%
Cognitive psychology	4	7%
Do not use	15	27%

Table 12: The Module That Students Use Mind Mapping



Graph 5: The Module That Students Use Mind Mapping

By this question, we assume that the majority of students who use this technique are using it in Written Expression module. They use it as a planning technique when they tend to write an essay. While, the rest vary between the other modules; they may use it as a summarizing method either to revise or prepare for their lessons.

- If it is used in Written Expression, explain for which reason (how does it help you to write)

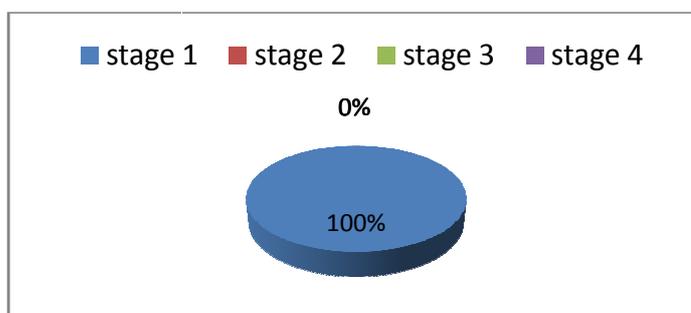
This question might be the most important since it answers our question about the effectiveness of the mind mapping technique on EFL students. It aims at investigating students view about how effective is this strategy. Also, it aims to shed the light on the

mind mapping benefits on enhancing the writing skill. When we analysed the students' point of view, we found that the answers were different but closer. They all talked about organizing ideas and writing an acceptable draft. They claim that Mind Mapping is a way of brainstorming ideas. Three of our respondents were not motivated to answer our question. In general they believe strongly that mind Mapping is an effective strategy for organization and enables them to know what is relevant and what is not.

Question Three: In which stage of the writing process do you use mind mapping?

Stages	Number	Percentage
Stage 1	23	100%
Stage 2	0	0%
Stage 3	0	0%
Stage 4	0	0%
Total	23	100%

Table 13: The Stage That Students Use Mind Mapping



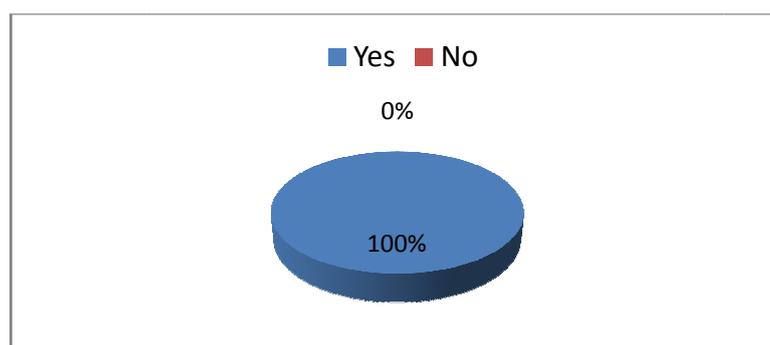
Graph 6: The Stage That Students Use Mind Mapping

This question aims to see whether students use mind mapping before starting to write or not. The results show that all of the respondents (100%) agree that it should be used before starting the first draft. This may be because they know that it is a brainstorming strategy i.e., should be used at the first stage that is prewriting. Also, it is a planning technique for the final draft what means that planning should be done first.

Question Four: Does the use of mind mapping encourage you to write?

Responses	Number	Percentage
Yes	23	100%
No	0	0%
Total	23	100%

Table 14: Mind Mapping and Students' Encouragement to Write



Graph 7: Mind Mapping and Students' Encouragement to Write

The result of this question was predictable; all respondents (100%) claim that it is useful technique and it motivates them to write. They see that Mind Mapping enables them to decide about what to write from the first step. They will be able to start writing and ideas come to their minds easily since they have planned for the draft. Others have mention that it is an amazing and enjoyable technique that gives a clear image about the topic. Also, it prevents them from being bored.

Question Five: If yes how does it help you to gain time?

The same for this question, some respondents were not motivated to answer it may be they were not free and time was not sufficient. For those who answered, some said that it reduces the time for thinking what means that it is useful in brainstorming the ideas that come to their minds and organize it at the same time. They also agree that it helps them to

write their draft in a short time since after planning all what they have to do is just linking the brainstormed ideas.

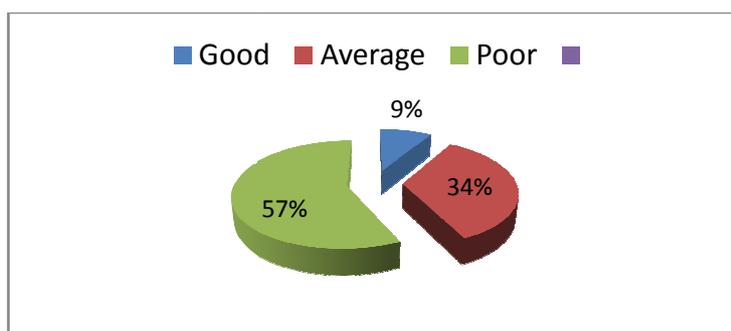
Section Two: Essay's writing Ability

Part One: Writing Ability

Question One: When reaching 3rd year how do you qualify your writing level?

Responses	Number	Percentage
Good	6	9%
Average	24	34%
Poor	40	57%

Table 15: Students Level of Writing



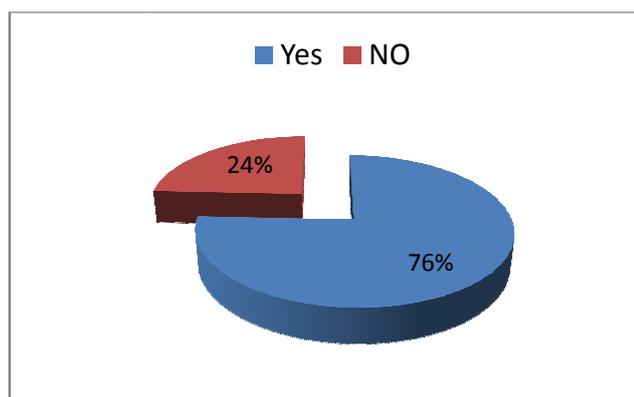
Graph 8: Students' Level of Writing

Through this question we come to know the level of proficiency of the student in language learning at the end of the first degree license in English. The findings shows that the majority of respondents (57%) from the total number (70) claim to have a "poor" level. (34%) considers themselves as average and just (9%) who assume themselves as good English language learners. This indicates that they are not pleased with their level and they are weak in writing may be because it is a difficult skill to master.

Question Two: Do you practice reading?

Responses	Number	Percentage
Yes	53	76%
No	17	24%

Table 16: Students' Reading Practices



Graph 9: Students' Reading Practice

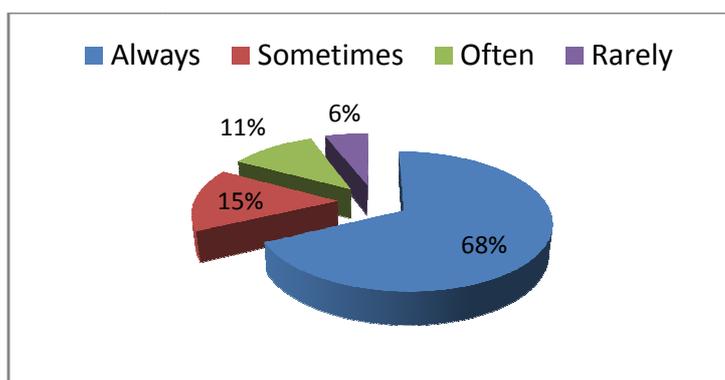
Good writers are those who read whenever they have time or an opportunity to read. The results of this question showed that the majority of respondents are aware of the importance of reading in the development of the writing skill. Only (17) students from the total number (N= 70) who said that they do not practice reading. It is not necessarily that those who claim that they practice reading that it is a daily task; this what we are going to know in the next question.

- If yes, how often?

This question is for those who answer yes:

Responses	Number	Percentage
Always	6	11%
Sometimes	36	68%
Often	8	15%
Rarely	3	6%
Total	53	100%

Table 17: Students' Reading frequency



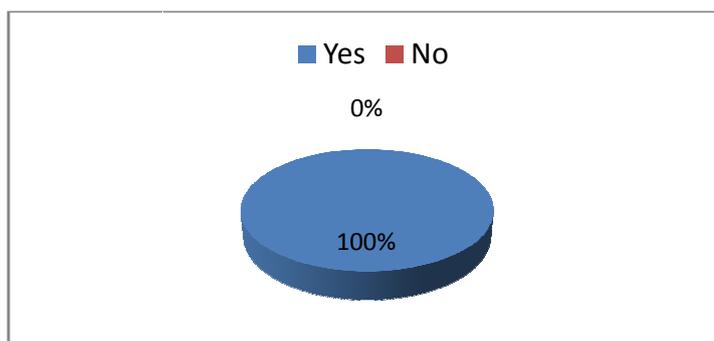
Graph 10: Students' Reading Frequency

From the table (10), it is clear that those who claim that they practice reading do not practice it as a daily task. Most of them (68%) read sometimes when they are asked to do so or when they have a free time. Only 11% of the whole participants who said that they read every day and the rest are claiming that reading is not interesting for them. Although, the results are positive because what is important is what do they read more than how many books they read; even if they practice it sometimes, the most important is that they do.

Question Three: Does your teacher encourage you to read?

Responses	Number	Percentage
Yes	70	100%
No	00	00%

Table 18: Students and Teachers' Encouragement to Read



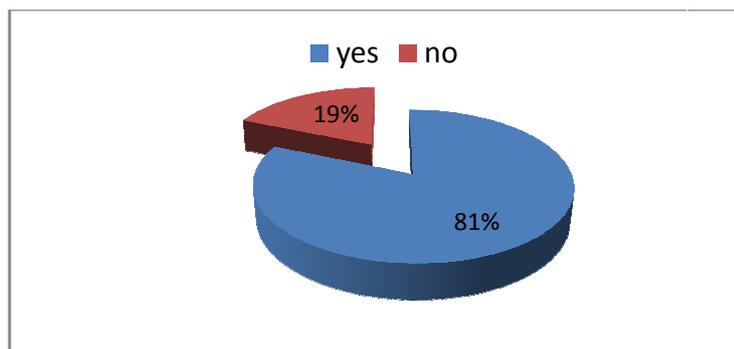
Graph 11: Students and Teachers' Encouragement to Read

All students said that their teachers encourage them to read. It is the same result obtained in the teachers' questionnaire, which is really positive and encouraging. It is agreed that giving students titles of books and topics to read about give them a reason to read and open their curiosity. When students read more they will increase their level of the writing skill.

Question Four: Are you motivated to write?

Responses	Number	Percentage
Yes	57	81%
No	13	19%

Table 19: Students' Motivation to Write



Graph12: Students' motivation to write

Table (12) reveals that the majority of respondents are motivated to write. It is a result that shows that Written Expression teachers are doing well with their students. It also indicates that writing is an interesting act for them and they like it though its difficulty. (19%) represents the number of the students who are not motivated to write and do not like writing and we will know the reasons behind their unmotivation in the next item. We think that it is the teacher responsibility to motivate his students and make them aware of the importance of the writing skill.

- If no, explain why?

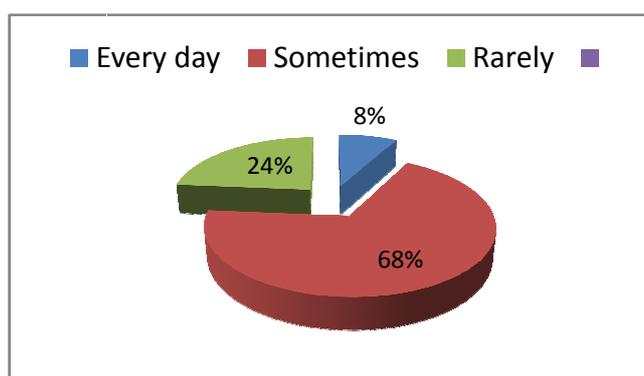
This question is for those who answer no, some of them neglect the question and do not answer it. While those who answer, they said that they are not motivated for many reasons mainly that is boring and their teachers do not present what is interesting for them. Others believe that they are weak in writing and their background is very poor. Also, they lack the appropriate techniques that facilitate the writing process.

Question Five: How often do you practice writing?

The question asked is a multiple choices question. Respondents express the frequency of the times they practice writing and the choices stem from always, sometimes and rarely.

Responses	Number	Percentage
Every day	6	8%
Sometimes	47	68%
Rarely	17	24%

Table 20: Frequency of students' writing practice



Graph 13: Frequency of Students' Writing Practice

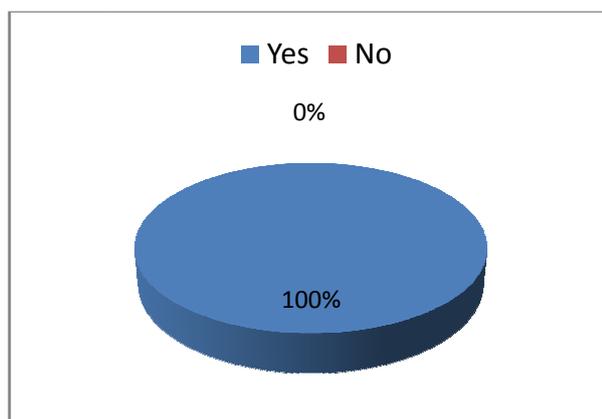
From the table above, we noticed that most students practice writing in a non-regular times. But, the most important is that they are writing. It is not clear whether they meant writing at home or as a classroom exercise. (68%) practice writing most of the time may be as homework, while only (8%) of the whole participants who practice writing everyday may be because they are not motivated or their free time is not well organized. What is chocking is that (24%) from the whole number (N= 70) i.e. 17 students are saying that writing is a rare activity for them what leads to ignoring this important and difficult skill.

- If it is not every day, is it because of writing difficulties?

This question is for those participants who had not chosen writing as a daily task i.e. (64) participants

Responses	Yes	No
Number	64	0
Percentage	100%	0%

Table 21: Student' attitude toward the writing difficulty



Graph 14: Students Attitude toward the Writing Difficulty

The replies given by the respondents, as shown in the table (14), refer to the cause that writing is a difficult task that is why they do not practice writing. It leads to the conclusion that writing is a difficult skill for all foreign language learners.

- If yes, are those difficulties due to?

Responses	Number	Percentage
Ideas organization	35	50%
Poor background	31	44%
Spelling mistakes	4	6%

Table 22: Students' Writing Difficulties



Graph 15: Students' Writing Difficulties

From the table (15), the majority of participants (50%) have difficulty in ideas organization that is because they lack the useful strategies that allow them to organize their ideas and hence their whole composition. From the whole number, (44%) of the students said that they have a poor background what makes writing a difficult task. The reason behind the poor background is lack of reading because the more they read, the more they get the knowledge and the background they need. Moreover, only (6%) who said that the difficulty for them concerns spelling mistakes; it is because of lack of practice and reading also.

- Any others, please specify:

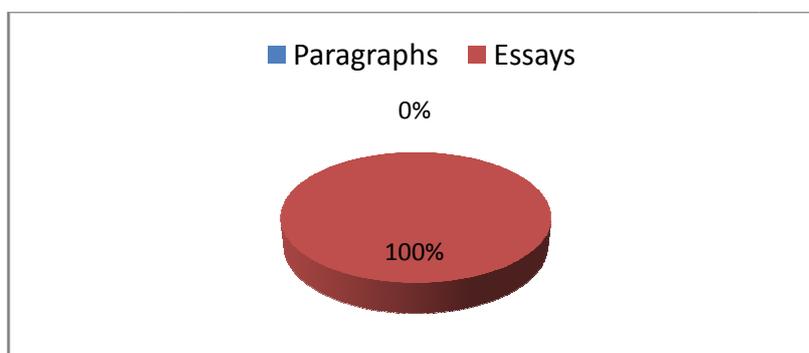
From the students' answers, we have noticed that they do not have only problems with different aspects of writing: ideas organization, spelling and background, but, they are not able to manage what they have learned. Their answers were about problems with writing mechanics such as: punctuation. They also had mention grammar rules especially tenses and verbs conjugations. Time had been also mention as a factor that triggers writing difficulty; they have to finish their composition in a limited time. We conclude that teachers need to reinforce students' writing ability by motivating them to practice writing both in classroom and home and to provide them with the needed strategies and necessary feedback.

Question Six: What types of writing you are required to do?

This question seeks to investigate about the level of writing tasks students are required to in the third year.

Responses	Number	Percentage
Paragraphs	00%	100%
Essays	70	100%

Table 23: Types of Writing Students Are Required to



Graph16: Type of writing students are required to do

It is an expected result because those participants are chosen on purpose; they are third year students and they have started writing essays. (100%) participant i.e. all the students said that they are required to write essay. It means that all EFL learners in Biskra University start Essay writing in the third year.

Question seven: Any others, please specify

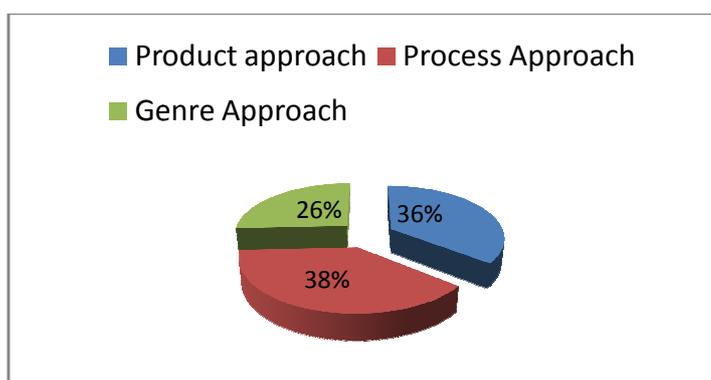
This question aims to investigate whether students are writing any other kinds of compositions that are different from paragraphs and essays. The results obtained leads to the conclusion that some students are practicing writing either they are asked by their instructors to write something different from what is done at classroom or they are doing it

by themselves as a hobby or a entertaining activity. The answers vary from: writing blogs to short stories or poems, diaries and even letters.

Question Eight: Which approach do you prefer to use in writing?

Responses	Number	Percentage
Product approach	25	46%
Process approach	27	28%
Genre approach	18	26%

Table 24: The Approach That Students Are Using



Graph 17: The Approach That Students Are Using

This question attempts to investigate the approach that is used by students in the writing process. (38%) of the whole participant choose the process approach and (36%) have chosen the product approach. In the other hand only (26%) of the participants said that they use the genre approach when writing. We think that they use the product approach since all what they have to do is just imitating the example provided with either by their teachers or by themselves. However, the process approach tends to facilitate the writing process by following certain steps that's why it is the most useful between the students. We noticed that there is a mixture between all the students in terms of the writing

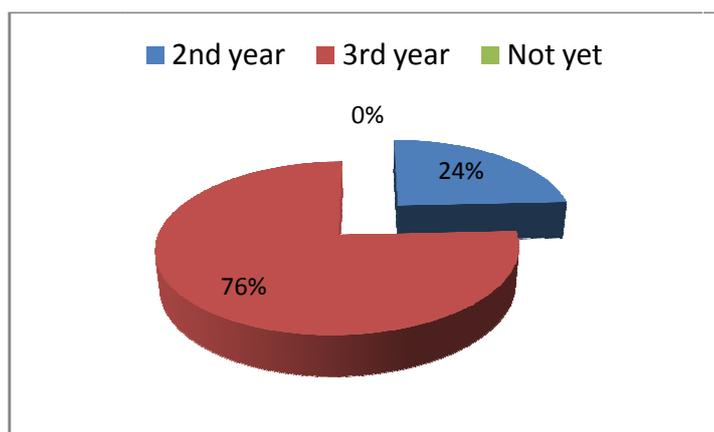
approaches. This kind of variation refers to the teacher himself and his way of teaching and the students and their learning and way of acquiring.

Part Two: Essay Writing

Question One: When have you started writing essays?

Responses	Number	Percentage
2 nd year	17	24%
3 rd year	53	76%
Not yet	0	00%

Table 25: The Year of Starting Writing Essays



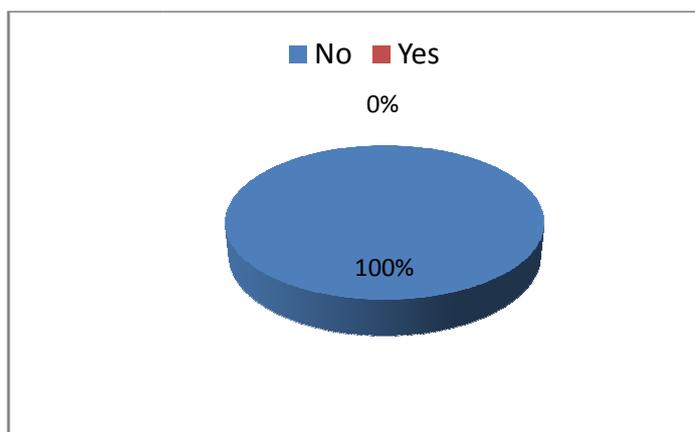
Graph 18: The Year of Starting Writing Essays

What is noticed is that (76%) of the participants claimed that they have started essay writing from the third year and (24%) from the whole students said that essay writing is most done the second year. The result can be obtained from the table (18) some teachers started introducing essays writing for their students from the second year. It seems that both groups of students, who started essay writing from the second year and third year, are facing difficulties in the essay writing process, that what we should know in the next questions.

Question Two: Do you think that writing essay is an easy task?

Responses	Number	Percentage
Yes	00	00%
No	70	100%

Table 26: Students' Opinion about Essay Writing Difficulty



Graph 19: Students' Opinion about Essay Writing Difficulty

This question is about students' opinion about the writing task difficulty for Third-year EFL students. The whole participants say that writing essay is a difficult task and that it needs much work and attention in order to facilitate essay writing process. The answers of this question item revealed that the majority of EFL students are suffering with this task and are not able to master. What is noticed is that essay writing is difficult for both students, those who had been introduced this year or the year before. As a conclusion, essay writing needs many years of practice in order to be able to reach the needed level of performance.

- If No, would you, please, justify

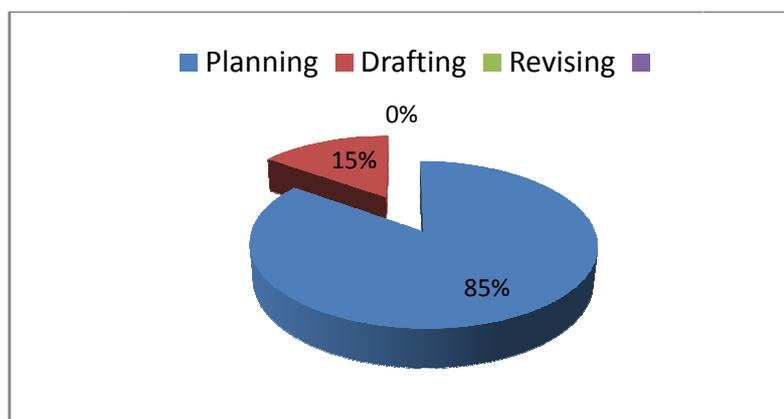
Students' answers were varied but not too much different; most students agreed that essay writing is difficult because it needs much work to do and that it is complicated. Others refer to their level by saying that they are weak in writing and that they do not have the needed background which is because of lack of reading. The time allocated for

classroom practices is also insufficient and they are not able to finish their composition at time.

Question Three: Which step is the most difficult when writing essays?

Essay writing steps	Number	Percentage
Planning	51	85%
Drafting	19	15%
Revising	0	00%

Table 27: Part of the writing Essay Causing Difficulty



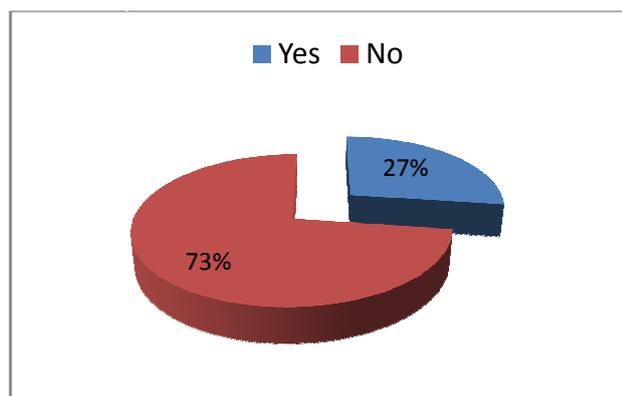
Graph20: Part of the Writing Essay Causing Difficulty

According to the table (24), the majority of the students (85%) have difficulty with one of the most important step in the writing process, planning. This stage of the writing process consists of brainstorming all the ideas and the knowledge that are in the brain about such topic which can be acquired only through extensive reading. While (15%) of the respondents claim that they have difficulty in starting the final draft maybe because they do not use effective strategies that help to plan. Although revising the final draft is crucial in the writing process and needs much work, it does not seem to cause much difficulty.

Question Four: Do you start directly writing without planning?

Responses	Number	Percentage
Yes	19	73%
No	51	27%

Table28: The Use of Outlining



Graph21: The Use of Outlining

Strikingly, most of the respondents claim that they plan before starting the first draft (73% from the total number) and only a small number opted for yes (27%). It is a result that is expected, students are aware of outlining importance in the writing process and they rely on it. In the other hand, for those who do not use it we will see their reasons in the next items.

a. If yes, why?

When we analysed students' point of view, we found that they face lots of difficulties when creating an outline. Obviously, when doing it ought to be done in a linear manner, but the difficulty that respondents face is that their creative ability does not come with ideas in a linear way, in their production of ideas they often jump from one idea to another and no much information is given to details that support the ideas. Also, some students claim that planning waste their time and when they are asked they have a limit time to finish. They do not know that outlining is a way of thinking. In addition, when they use it

they will reduce the time of thinking and brainstorming of ideas that will be done through the whole process when they do not plan before starting.

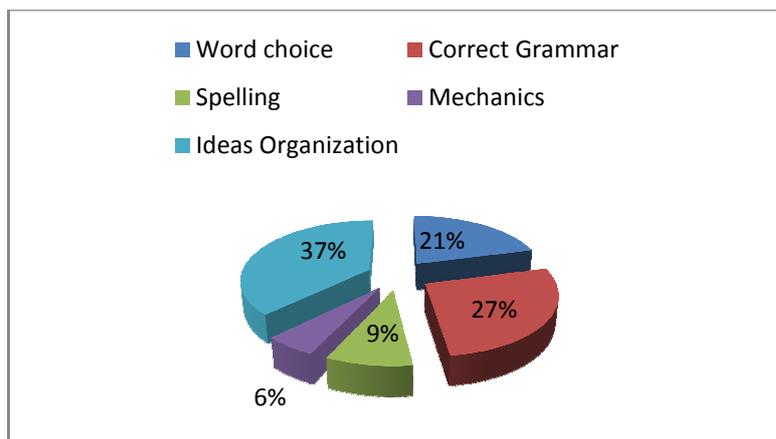
b. If No, how does planning help you?

Most respondents agree that planning helps them a lot in the writing process and that mind mapping is a good way to put the ideas down in a creative way, because it helps to transform the ideas in the map in a written outline in which they are organized hierarchically. Moreover, it helps focusing on one idea for each paragraph and avoiding the odd ones. They all talked about organizing the ideas, and the essay. We found that all of them linked a good outlining with an organized draft; planning before starting writing helps them to organize their ideas and their composition too.

Question Five: Which components do you think that a good piece of writing should contain? (you can tick more than one).

Aspect	Number	Percentage
Word choice	30	21%
Correct grammar	39	27%
Spelling	13	9%
Mechanics	8	6%
Ideas Organization	54	37%

Table29: Aspects that Are behind Good Piece of Writing for Students



Graph22: Aspects behind Good Piece of Writing for Students

The aim behind this question lies at highlighting the elements that are important in qualifying a good piece of writing according to students. Since students were free to choose the aspects that they think are important, some of them choose all the aspects, while the majority focuses on the two options: Correct grammar and ideas organization. What is noticed is that for those who tick one option they have chosen ideas organization. According to students' answers, they can be ranked as follow: 1. Ideas organization. 2. Correct Grammar. 3. Word Choice. 4. Spelling. 5. Mechanics. We think that these elements go together when considering a good piece of writing and all of them should be integrated to have a good piece of writing.

- Any others, please, specify

This question aims at investigating students' knowledge about well-draft characteristics. Just eight students, who have been answering this question, some said that clarity of ideas and structure is an important aspect in qualifying a composition as a good piece of writing. Also, they consider style, coherence and cohesion as the two most important components that must not be ignored when writing.

Question Six: Any further suggestions or comments

There were considerable answers from the whole participants, some of the students talked about the writing difficulty and their sufferings when they are asked to produce a composition.

Also, others mention the importance of mind mapping in the organization of the essay, because it is a tool that enables them to brainstorm their ideas in an organized manner what helps them to gain time. Teachers' role in developing students essay writing ability was also a suggestion from the participants; they asked their teachers to teach them the effective strategies that facilitate the writing process and providing them with more practices.

1.4.1 Discussions and results

From the analysis of the students' questionnaire, we come up with a set of results. First, the analysis of section one showed that third year students' English level is poor because of many reasons that are relevant to lack of: motivation, practice and will. Second, after the overlook about the students' information, the following section dealt with Mind Mapping as a teaching technique. It indicates that mind mapping technique is well known but not widely used by EFL learners. For those who use it, most of them tend to use it for planning and as a brainstorming tool when writing essays because it helps them to gain time. The result show that mind mapping is a great technique for ideas connection and organization "The mind map uses hierarchy and categorization which put the primary ideas in place so that the secondary and tertiary ideas can follow quickly and easily to facilitate a harmonious thought structure" (Buzan, 1994, p.88). In the last section, many results had been concluded; most students are not motivated to practice writing and their level is between average and poor because of writing difficulty and lack of the appropriate

strategies. Also, reading is an important skill in the development of the writing skill and the majority of EFL students not read as they have to that's why they lack background knowledge. It is also clear that teachers had taught their students all the writing approaches and most students are using the process approach in which planning is the first stage before starting to write the first draft. This first stage is widely used by the students in Written Expression module and mind mapping is one of the techniques that are used by those novice writers.

To sum up, writing is a difficult skill for EFL students; it needs much work from both students and teachers. Hence, essay writing is a difficult and complicated process where writers must go through different steps starting from planning in order to get the final composition. In addition, organization, clarity, mechanics, grammar, syntax, word choice, content, audience and purpose are all aspects that qualify a good piece of writing. Essay writing difficulty lies in mastering all the mentioned before or at least .Enhancing the writing skill is the role of both teachers and students; students have to practice reading in order to enrich their background knowledge and vocabulary; while, teachers must provide their novice writers with the most important and effective strategies such as Mind Mapping that helps in writing. Also, they should introduce what is interesting for them in order to motivate them and make them love writing.

1.5 Teachers' questionnaire analysis

In this second part of chapter three, we will analyze teacher's questionnaire which is divided into three sections

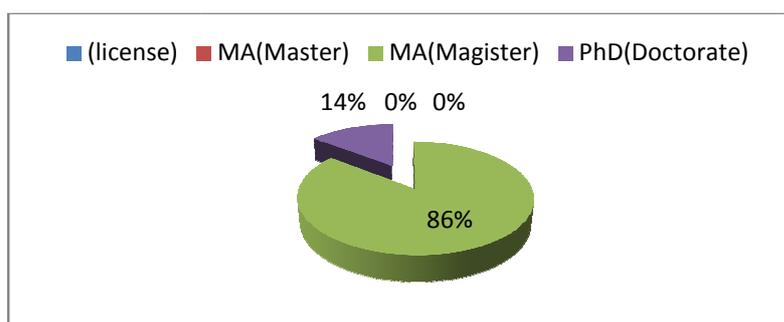
Section one: Personal information

Question 1: The degree you hold

The item aims to identify the teacher degree at Biskra University. The following table represents the results:

Degrees	Number	Percentage
BA (License)	0	00%
MA (Master)	0	00%
MA(Magister)	6	86%
PhD (Doctorate)	1	14%
Total	7	100%

Table 30: Teachers' Academic Degree



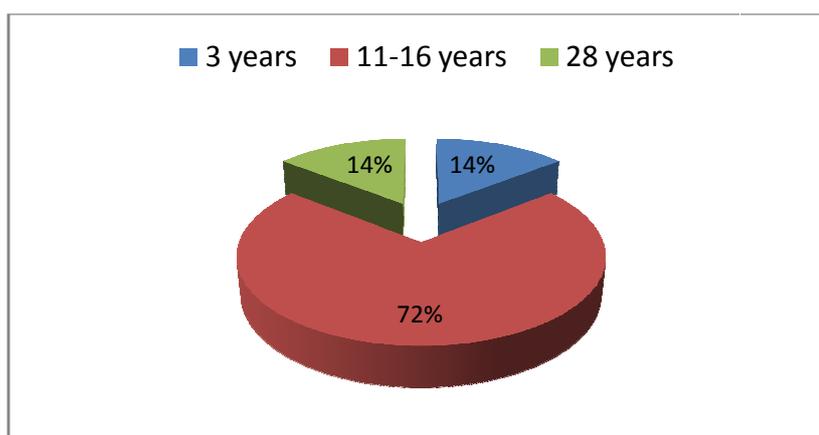
Graph23: Teachers' Academic Degree

As table (23) indicates, the majority of the respondents (teachers) held the Magister degree (86%) and one of them is preparing for her PhD. On the other hand, (14%) of them have a Doctorate degree; just one teacher of them. However, we had not any teacher that has a Master or License degree.

Question 2: How long have you been teaching English?

Years of teaching	Number	Percentage
3 years	1	14%
11- 16 years	5	63%
28 years	1	14%

Table31: Teachers' Experience in Teaching English



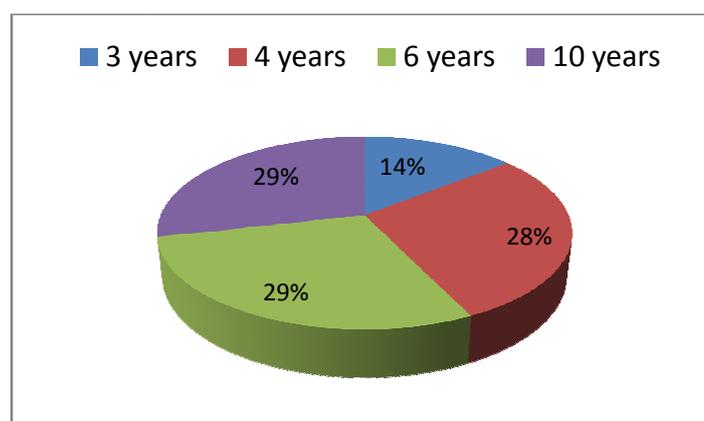
Graph24: Teachers' Experience in Teaching English

This question attempts to find out the work experience of our participants in teaching English. The first teacher has been teaching English for 3 years what equals (14%) of the whole participants. From 11to 16 years, we have five teachers, one of them has been teaching English for 16 years and two teachers from the five had been teaching English for 11 years. Twelve years is for the two left teachers. The last teacher from our participants has the longest teaching period that is 28 years. This implies that the majority of teachers have sufficient experience in teaching English. Also, it indicates that the responses are taken from experienced teachers. The acquired experience is to some extent reliable to rely on as far as the analysis of the designed questionnaire is concerned.

Question 3: How long have you been teaching Written Expression?

Years of teaching	Number	Percentage
3 years	1	14%
4 years	2	28%
6 years	2	28%
10 years	2	28%

Table 32: Teacher's Experience in Teaching Written Expression Module



Graph25: Teachers' experience in teaching Written Expression module

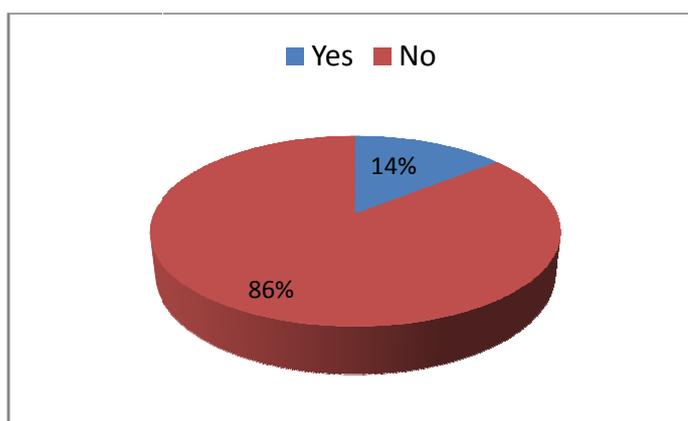
The aim behind this question is to know the teachers' experience in teaching Written Expression, in particular to provide us with reliable data about our research. As it is shown in the graph, (29%) of the teachers had been teaching Written Expression for 6 years and the same for those who have been teaching Written Expression for 10 years. While, (28%) of them has been teaching Written Expression for 4 years. Compared with the years of English teaching in the department, we can say that these teachers are not always teaching Written Expression module.

Question 4: Do you think that the time devoted to teaching this module is enough?

This question aims to find out the teachers' opinion whether the time allocated for teaching Writing skill is enough or not.

Responses	Number	Percentage
Yes	1	14%
No	6	86%

Table33: Teachers' Opinion about the Time Devoted to Teaching Writing



Graph26: Teachers' Opinion about the Time Devoted to Teaching Writing

From the graph (26), we can say that the majority of teachers (86%) argued that the time is not sufficient. Whereas, (14%) of them i.e., one teacher thinks that the time is enough for teaching Written Expression module. Thus, the time for teaching this module is not enough to develop student's writing ability because it is not an easy skill.

- Why?

The six teachers who answer no for the previous question explained that Written Expression program is not enough to improve students' writing because:

- The time is not enough for practices; at least they are able to introduce the program that they have to.

- Writing is a complex process; it is too demanding from the part of the teacher as well as the part from the learner.

-The program is long, overloaded content and overcrowded classes where teachers cannot supervise all of their learners.

-Students do not have a chance to write nor to receive effective, corrective feedback from their teachers.

In the other side, for the teacher who said that the time is enough; he claimed that two sessions per week are enough, one as an introductory lesson and the other for practice.

If we consider the arguments provided by teachers, we can say that the writing program should be rooted in the interests of both teachers and students.

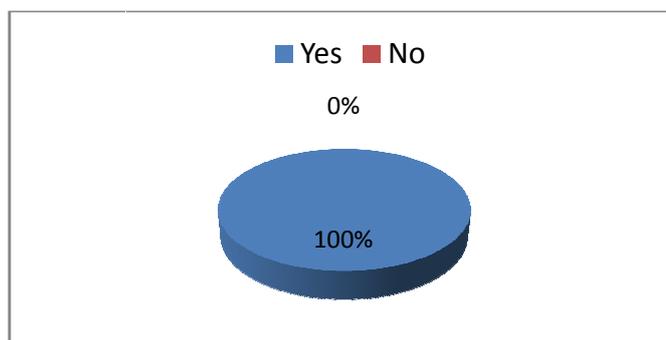
Section Two: Teaching essay writing

Part one: Writing ability

Question 1: Does reading contribute to the development of writing?

Responses	Number	Percentage
Yes	7	100%
No	00	00%

Table34: Readings' Contribution to the Development of the Writing Skill



Graph 27: Readings' Contribution to the Development of Writing Skill

This question aims to identify the relationship between the contributions that reading may offer to the development of the writing skill. As has been expected 100% of teachers

agree that reading contributes in the development of the writing skill. They believe that there is no writing without reading; the reading-writing connection cannot be ignored. When students read, they build up their knowledge about different subject matter.

- If yes, in what ways?

Teachers see that reading contributes to the development of the writing skill and assumed that:

- It paves the way for writing; it helps the learner to develop vocabulary, word construction and ideas organization

-Reading improves the learners' vocabulary, style and sentence pattern without forgetting structure and lexis, grammar function.

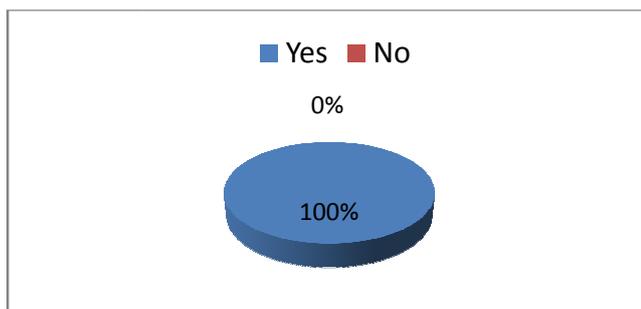
-Texts can be used as models, observing how they are built may improve the writing skill.

-Writing is a cumulative process made up of many skills the prominent of which is reading. The integration of reading into writing is very important in that it enables students to develop both critical thinking and critical literacy.

Question2: Do you encourage your students to read?

Responses	Number	Percentage
Yes	7	100%
No	00	00%

Table35: Teachers and Students' Encouragement to Reading



Graph 28: Teachers' and Students' Encouragement to Reading

Teachers' answers were positive in that, all of them (100%) report that they encourage their students to read, as we have said before, reading helps students develop writing strategies and increases their awareness about the writing skill and gives them an opportunity to explore writing techniques, ideas, knowledge and apply them in writing.

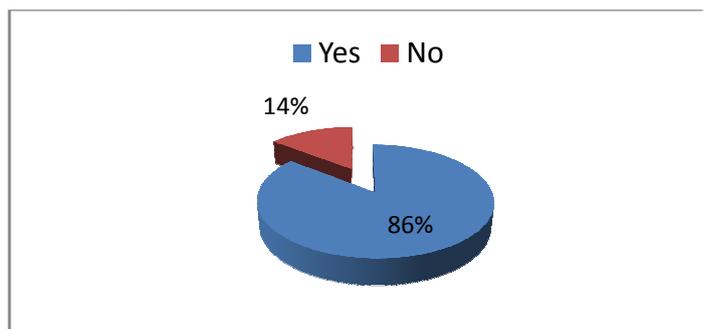
- If yes, explain how

This question aims to investigate the role of reading in developing the writing skill. All the teachers have provided answers that state the relationship between writing and reading. Most of them report that by reading students will acquire new vocabulary that they need when writing about the topic they have read about. Reading also allow students to discover different styles and genres of text which enables them to know every genre characteristics. Moreover, when students read, they become familiar with the sentence pattern of English. In addition, they will develop better writing proficiency that ameliorates their level of writing. As a conclusion, the more students practice reading the more they become better writers.

Question 3: Do you think the way students speak influence their writing?

Responses	Number	Percentage
Yes	6	86%
No	1	14%

Table 36: Teachers' Opinion about Speaking Influence on the Writing Skill



Graph 29: Teachers' Opinion about speaking influence on the Writing Skill

This question attempts to demonstrate the relationship between the writing skill development and the contribution of speaking. This graph presents that (86%) of teachers i.e., (6) of them think that the way students speak positively influence their writing. Whereas, (14%); one of them sees that writing is negatively prejudiced by speaking.

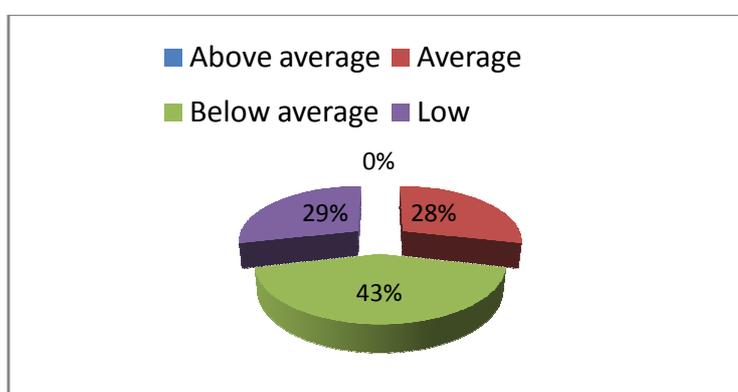
- If yes, explain how

Only three teachers have provided us with the following responses. The majority of teachers see that students' way of writing is positively influenced by speaking. They have justified their answers by saying that when students speak correctly, this reflects a good control over the rules of grammar what is in itself a good and positive factor. Also, one teacher has mentioned the strong relation between the two skills; both speaking and writing are productive skills; students' performance when speaking affects the written one since they reflect the same language proficiency. In the other hand, academic writing is surely affected by the way students speak. Our respondent clarifies his answer when stating that many students tend to write in an informal style in which they use the colloquial slang and the non academic expressions. Writing and speaking are two communicative skills that are strongly linked and each one of them affects the other either positively or negatively; this depends on ones' level and proficiency in languages.

Question 4: Which of the following describes your students' level of writing skill?

Responses	Number	Percentage
High	0	00%
Above average	0	00%
Average	2	28.57%
Below average	3	42.85%
Low	2	28.57%

Table37: Teachers' Opinion toward the Students' Level



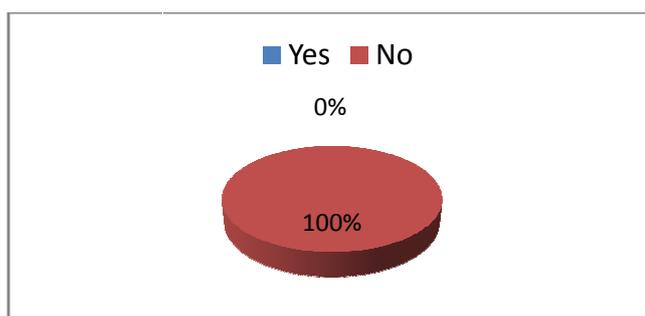
Graph 30: Teachers' Opinion toward Students' Level

As graph (30) shows, most teachers (43%) are classifying their students' level as below level. (28%) of them considers their students' level as low level and the same (28%) for those who consider them as average learners. That indicates that teachers are classifying third year students' level of written expression as low level. This is of course because of its difficulty and lack of practice.

Question Five: Is writing an easy task for students?

Responses	Number	Percentage
Yes	00	00%
No	07	100%

Table38: Teachers' Opinion about the Difficulty of the Writing Skill



Graph31: Teachers' opinion About the Difficulty of the Writing Skill

This question attempts to find out the teachers' opinions about the writing skill whether it is a difficult or an easy one for students to learn. As graph (31) shows (as it was expected), all of the teachers (100%) state that writing is a difficult skill to learn. That is caused by different reasons:

- ✓ The challenges of the new foreign language (grammar, vocabulary, punctuation, content and form) in addition to lack of practice from the part of students.
- ✓ The time allocated for this module is insufficient
- ✓ Lack of reading; lack of vocabulary and background knowledge
- ✓ It involves many stages and requires good preparation.
- ✓ It needs further research, it requires much time, and updating

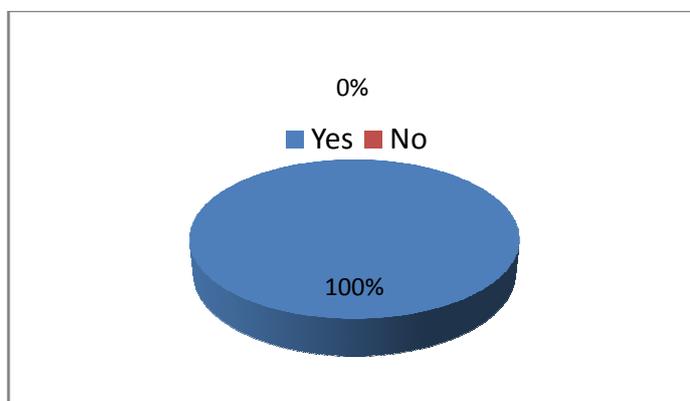
Hence, writing skill is a difficult skill to be taught because it demands more practice, effort and the absence of the real interaction. Also, because of its basis on the nature of the subject, the current conditions of the course and preparation seem to be not appropriate

(time, large groups). As a result, writing implies teaching a wide range of rules and techniques to improve this skill.

Question six: Do your students face problems in writing?

Responses	Number	Percentage
Yes	7	100%
No	0	00%

Table39: Teachers' views about students' writing problems



Graph 32: Teachers' View about Students' Writing Problems

As graph (32) shows, all participants (100%) report that their students have difficulties in writing; which either means that it is a difficult skill or learners are not working hard. Teachers believe that their students suffer during writing. These problems are various and may differ from one to another; that what should be discovered in the next item.

- If yes, are those difficulties due to:

Ideas Organization Grammar Punctuation

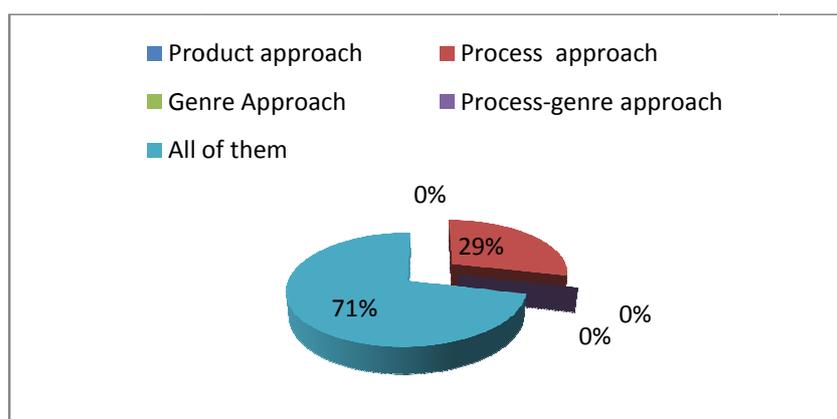
This question aims at discovering which item is the most difficult for students when they tend to write. The obtained result was not surprising, since all teachers agree that their

students' level is not as it should be to reduce the writing skill difficulty; all of them tick the three choices (ideas organization, grammar and punctuation) as the triggers of this difficulty. They see that their novice writers are not able to manipulate the different grammar rules because of lack of practice. In addition, they lack the needed vocabulary because they do not practice reading that enriches their background and helps them to be open minded about the different subjects. Punctuation is also one of the students' problems that need much practice and revision. To be able to develop their writing skill, students must master all its aspect including grammar, ideas organization and punctuation.

Question seven: Which of the following approaches do you use in teaching writing?

Responses	Number	Percentage
Product approach	00	00%
Process approach	2	29%
Genre approach	00	00%
Process-genre approach	00	00%
All of them	5	71%

Table 40: The Writing Approach Most Used



Graph 33: The Writing Approach Most Used

Table (33) reveals that the majority of teachers (71%) use all of the approaches; they vary according to their learners' needs. Whereas, only one teacher said that she uses one

approach that is the process approach. Each teacher has his own way of teaching according to his circumstances and each one of them has his own view.

- Explain the reason for your choice

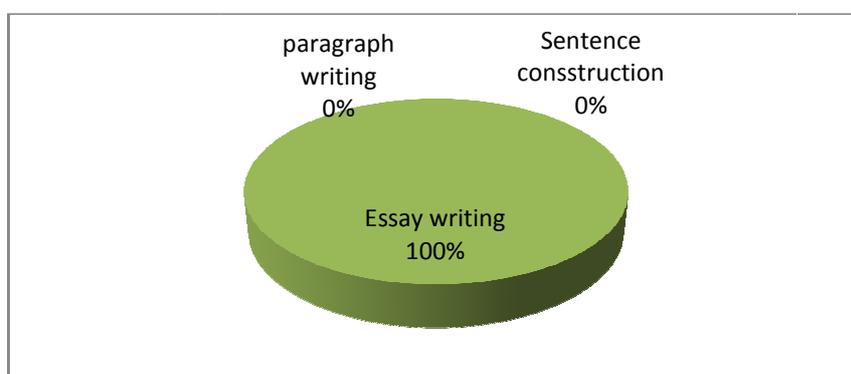
Each teacher has provided us with a justification of his choice. All of the participants, except two teachers who claim that they use all the approaches in their teaching method, state that each approach has its characteristics, advantages and uses, so they use the strengths of each approach depending on the task and the goal of the lesson. Another teacher justified her choice by saying that each one of the approaches has its strength that suits each text genre; in addition, the two last teachers talked about the context and the demands of the lesson that pushes him to vary between all the approaches.

Part two: essay writing

Question 1: Which type of writing your students are required to do most?

Responses	Number	Percentage
Sentence construction	0	00%
Paragraphs writing	0	00%
Essay writing	7	100%

Table41: Type of Writing Students Are Required to Do



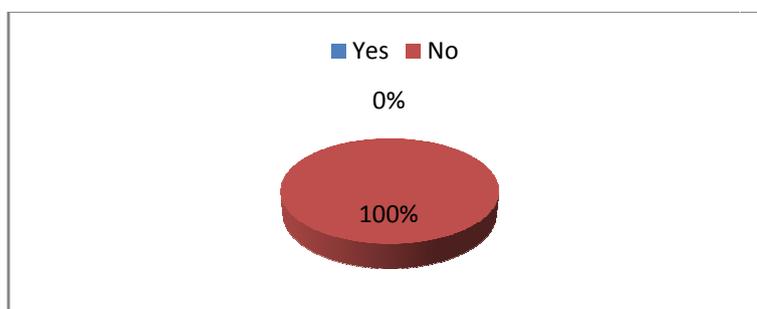
Graph34: Type of Writing Students Are Required To Do.

This question aims to confirm that third year students are concerned with essay writing. Table (38) reveals that all teachers (100%) have chosen essay writing. They state that their students are now engaged in essay writing. This means that essay writing is implemented in the third year and students start essay writing in the last year of License.

- If it is essay writing, is it an easy task?

Responses	Number	Percentage
Yes	00	00%
No	07	100%

Table42: Teachers' Opinion about Essay Writing Difficulty



Graph35: Teachers Opinion about Essay Writing Difficulty

Table (35) reveals that (100%) of teachers agree that essay writing is a difficult task for their students. This result is the same obtained in the students' questionnaire since the majority of them report that essay writing is a difficult task. This because it is a difficult process that needs much effort and time.

Question 2: To which item do you give the mot importance in teaching writing?

This item aims to discover which item the teachers give importance when teaching writing.

Responses	Number	Percentage
Ideas organization	00	00%
Grammar	00	00%
Vocabulary	00	00%
Mechanics	00	00%
All of them	7	100%

Table43: the Most Important Item in Teaching Writing



Graph36: The Item Most Important in Writing Teaching

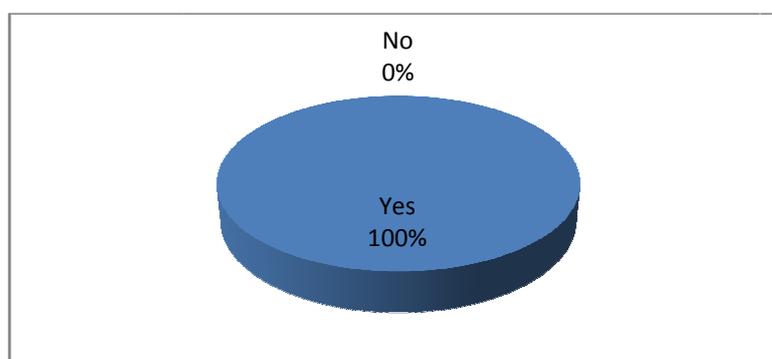
According to the teachers' responses, all of them (100%) claim that all the items are important when teaching writing. They believe that we cannot ignore any item since all of them have to be taught and focus on. We know that in order to develop our writing skill, we must master all the above items and give each one of them its value. If we talk about ideas organization, it is important as all the others because any acceptable piece of writing should be well organized specially in its ideas that are developed adequately and smoothly. Organized ideas means coherent composition and a coherent draft will be more understandable. Secondly, Grammar is also crucial in the sense that sentences must be correct and well formed in order not to misunderstand the content. Vocabulary must be chosen attentively and using the

appropriate words. Writers must pay attention to mechanics that refers to the ability of well used those conventions that belong to punctuation and capitalization.

Question3: Do your students find difficulty to organize the gathered data when writing an essay?

Responses	Number	Percentage
Yes	7	100%
No	00	00%

Table44: Students' Difficulty in Data Organization



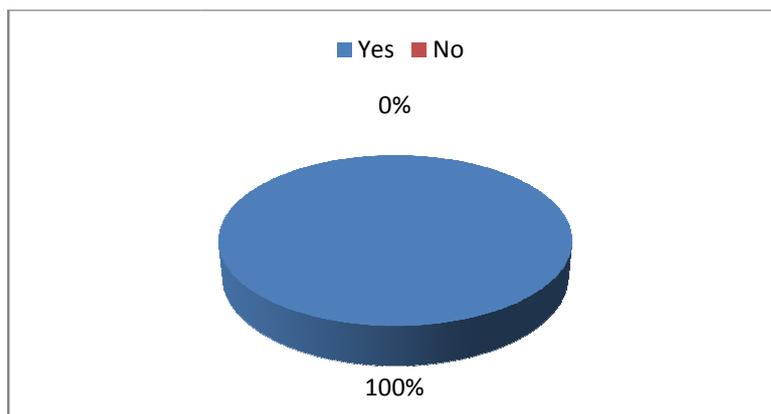
Graph37: Students' Difficulty in Data Organization

As shown in table (41), all teachers (100%) agree that students are having problems and difficulty in essay writing, mainly in ideas organization. This difficulty comes from the absence of outlining and planning that is known as a tool that helps in ideas organization. Also, lack of research can be a major factor in causing this difficulty.

- If yes, do you teach them how to plan before starting to write?

Responses	Number	Percentage
Yes	7	100%
No	00	00%

Table45: Teaching Outlining



Graph38: Teaching Outlining

Question 4: Which techniques are you teaching your students to use in the prewriting stage?

This is an open ended question that attempts to give a free space for teachers to give their free answers. There were different responses from our respondents but not too much different; one teacher did not answer this question. They have provided us with the following suggestions:

Teacher A and B: said that they tend to use clustering, free writing and listing

Teacher C: Mind Mapping and clustering

Teacher D: Said that he varies between all of brainstorming tools: mapping and clustering.

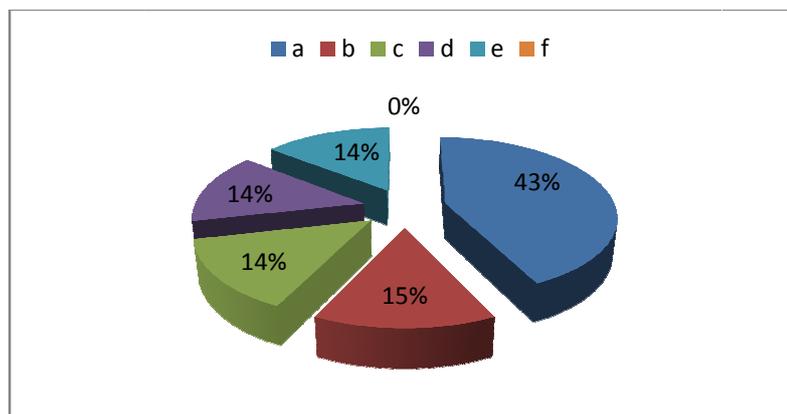
Teacher E and F: Listing ideas via brainstorming, Mapping and planning.

The results obtained are positive because they have shown us that our students are taught the different kinds of brainstorming and planning strategies that helps them a lot in essay organization.

Question 5: In your opinion, which stage of the writing process is considered as the most difficult stage for students?

Responses	Number	Percentage
Generating Ideas	3	44%
Writing a Thesis Statement	1	14%
Outlining	1	14%
Writing the First Draft	1	14%
Revising and proof reading	1	14%
Editing the Final Draft	0	00

Table46: The Most Difficult Stage of the Writing Process for Students



Graph39: The Most Difficult Stage of the Writing Process for Students

Amongst the teachers who responded to the questionnaire, (44%) of them claim that students have difficulty in ideas generation. The left percentage (56%) is divided into four different equal parts that are (14%) for writing draft, (14%) outlining paragraphs, (14%) for writing the first draft, (14%) for revising and proof reading. The obtained results indicate that generating ideas is the most difficult stage for the majority of students; because it is not easy for them to bring ideas about such topic. Also, students' complexity in the writing process lies in the beginning of the process; the majority of students have problems in planning the first draft and starting the first draft. This is might be because

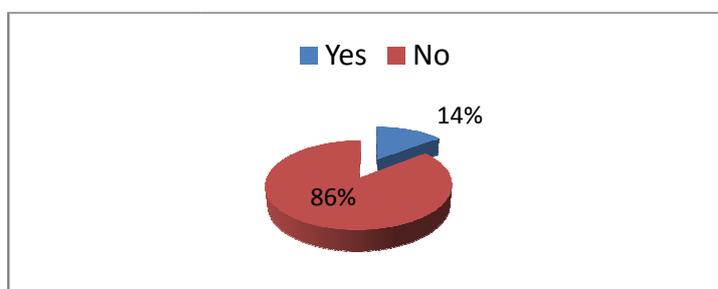
they do not rely on the techniques that facilitate the process. As a result, teachers should make them aware of the importance of outlining and planning as a prewriting phase.

One of the teachers said that most students neglect the stage of editing the final draft. This last is an important task that students should take into account because revising is one of the most important components of the process and a good way of reducing mistakes. Any written draft should be refined after consultation with a classmate or preferably with the teacher.

Question 6: Do your students go through all the writing process stages?

Responses	Number	Percentage
Yes	1	14%
No	6	86%

Table47: Applying the Writing Process Stages



Graph40: Applying the Writing Process Stages

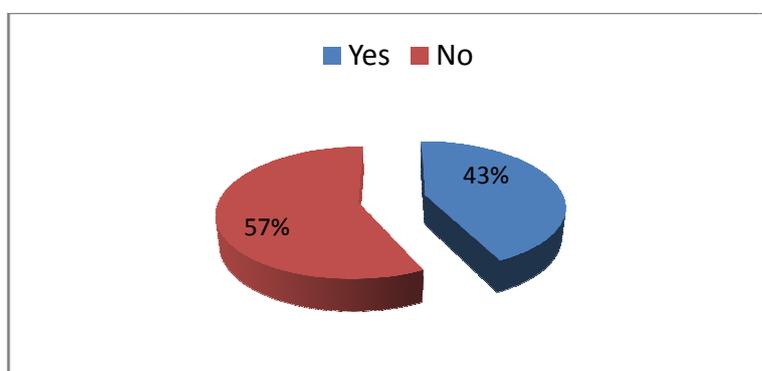
This question tends to recognize whether learners follow all the stages of the writing process (prewriting- drafting-revising-editing and publishing) or not. According to the above graph, (86%) of the respondents confirmed that their students do not go through all the phases. Whereas, (14%) of them stated that their students, a few of them, take into

consideration all the stages. However, teachers should make sure that the writing process stages are followed by their students in order to produce an acceptable piece of writing.

Question 7: Do they plan before starting the first draft?

Responses	Number	Percentage
Yes	4	57%
No	3	43%

Table48: Planning Before Writing



Graph41: Planning Before Writing

The results were nearly the same, as the graph represent, (57%) of teachers said that their students do not use an outline before starting the first draft of their composition; one teacher stated that his students neglect it and starts directly writing. This is a negative factor that causes essay writing difficulty; because outlining helps them to plan and organize their ideas. Whereas, (43%) of them claimed that their students use a plan but if they are asked to so. It is important to ensure that students are aware of the importance of outlining in facilitating essay writing process.

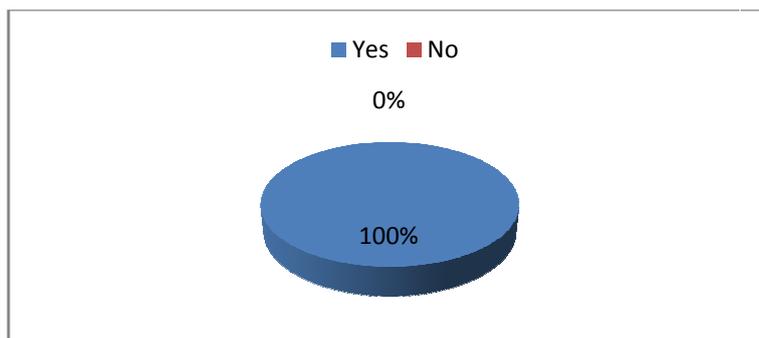
Question 8: What are the characteristics of a good piece of writing?

Through the analysis of the teachers' answers, we found that their responses are nearly the same; they agree on both form and content as two main important items in considering a well organized piece of writing. Two teachers stated that cohesion and coherence are also crucial when evaluating ones' composition. Almost teachers mention the good organization and structure of the essay (introduction, body paragraph, and conclusion). Moreover, they claim that a good piece of writing needs to be planned firstly and the writer must read about the content of the essay and once he finishes, he has to revise, edit and proofread his final composition. In addition, clarity, fluency, simplicity of sentences, preciseness of vocabulary and correctness of ideas are also taken into account when categorizing any piece of writing. As a conclusion, all teachers agree on grammar, vocabulary, mechanics, structure, content, form and style as the crucial characteristics of categorizing a good piece of writing.

Section Three: Mind Mapping as a teaching writing technique**Question 1:** Do you use any kind of diagram while teaching written expression?

Responses	Number	Percentage
Yes	7	100%
No	00	00%

Table49: The Use of Diagram in Teaching Written Expression



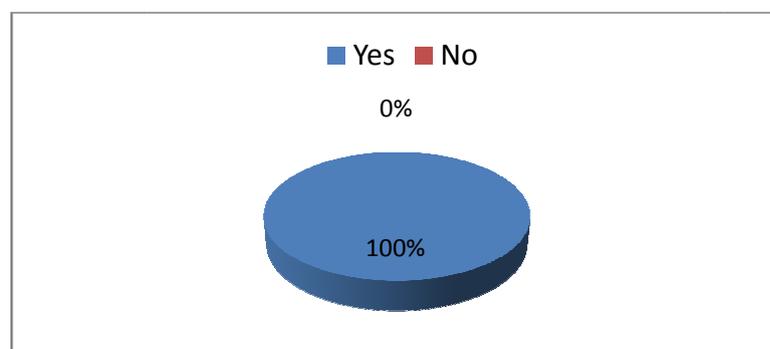
Graph42: The Use of Diagrams in Teaching Written Expression

Graph (42) reveals that, 100% of the participants claim that they use the diagrams in teaching the written expression module. Since the diagrams that may be used are related to planning and outlining in the first stage of the writing process, the results obtained in this question confirm the ones obtained in the second part of the third question (the previous section) that indicates that teachers are teaching their students how to plan for the composition.

Question2: Do you use Mind Mapping?

Responses	Number	Percentage
Yes	7	100%
No	00	00%

Table50: The Use of Mind Mapping



Graph43: The Use of Mind Mapping

This question aims to know if teachers are using mind mapping during the sessions or not. All teachers (100%) stated that they use mind mapping technique and that it is one of the diagrams that they are using when teaching Written Expression module. This indicates that mind mapping is known and widely taught by teachers. But it does not mean that it is widely used and applied by students.

- If yes, how can you define it?

Teachers' answers vary from one to another, but they agree on that it is a helpful strategy. Teacher (1) states that: Mind Mapping is technique for generating and organizing ones' main and sub main ideas by using branches that relate relevant ideas with each other what facilitates producing coherent composition. The Two next teachers said that it is a necessary prewriting technique that helps students brainstorming their ideas. The fourth participant refers to mind mapping as a diagram which pictures the ideas to be included in a students' essay. The fifth teacher defines it referring to its relation with human brain by saying that mind mapping is focusing the brain mechanisms on a certain task and condense the ideas in one area of it. The sixth teacher definition is considering the same as an outline but in the form of titles and subtitles. The last teacher says that Mind Mapping is a tool that is used to represent the main important points of such topic, lecture or a task. Teachers answers focuses on mind mapping as a technique or a tool that has its role in the field of education and learning a language and specifically developing the writing skill.

- What was students' reaction when taught Mind Mapping?

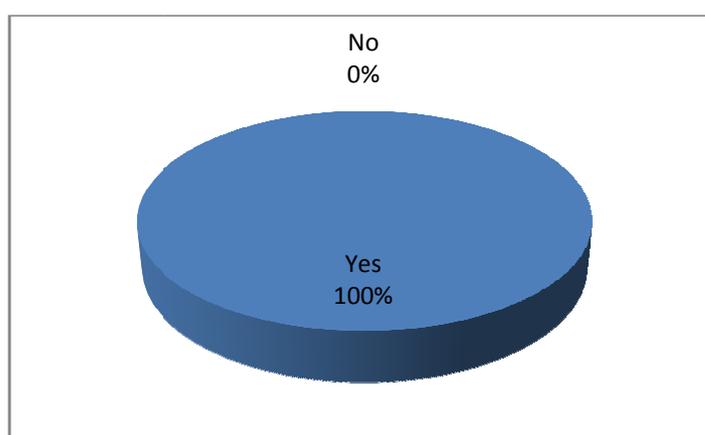
It is an open ended question that aims to investigate students' attitude toward this tool as teachers noticed. Two teachers had not provided us with the answer, but the rest of them stated that their students have a positive attitude towards Mind Mapping. They claimed that their students like it and they think that it is a helpful strategy in organizing

the ideas hence facilitating the writing process. Also, teachers' responses indicate that learners find it an easy, interesting and amazing way of planning to start writing. From the above answers, students have a positive look to mind mapping technique; however, they do not use it a lot or a small number of them who are relying on it in their studies.

Question3: Are they able to use it?

Responses	Number	Percentage
Yes	7	100%
No	0	00%

Table51: Students' ability to use Mind Mapping



Graph44: Students' Ability to Use Mind Mapping

As seen in graph (44), all teachers (100%) stated that students are able to use mind Mapping. One teacher of them said that while giving a task to students, he has noticed that some students use it when preparing to write. This is because it is an easy diagram that only needs pictures, colors and branches to relate the relevant ideas.

- If yes, how does it help them to facilitate the writing process?

This question aims to discover the teachers' view about the role of mind mapping in helping students to overcome the difficulties they face when they tend to write. All teaches provides us with their answers except of one of them who states that he thinks that this

question should be answered by students. The other teacher's answers reveal the mind mapping helps students in generating the brainstormed ideas. It also shows the most relevant and appropriate ideas to the topic in addition to its importance of exploiting and consuming the time given while writing. As a conclusion, mind mapping is a useful technique that helps students to reduce a considerable number of writing difficulties.

Question 4: Any other comments or suggestion

Only 28% of our respondents added suggested (two teachers) and provided us with the following comments:

Although mind mapping is a useful technique, many students do not use it as they think that it wastes time and needs much effort. In addition, the second teacher states that Mind mapping looks like brainstorming the only difference is that the selection of ideas is done automatically. By the end of this phase, the outline is ready to be developed into an essay. From the two responses provided by our teachers, we should raise students' awareness of the role of mind mapping and outlining in general since they consider it a loss of time. They ignore that it planning is the best and fast way to obtain an organized piece of writing.

1.5.1 Discussions and results

After the analysis of teachers' questionnaire, we figure some results. In the first section which is titled general information, the responses show that the majority of teachers (86%) have a Magister degree. Though, all our respondents hold a university degree. In addition, most of them have a sufficient experience in teaching The English language (between 3 years to 28 years) and also a great experience in teaching written Expression module although they used to teach other modules. It indicates that third year teachers of Written Expression module are experienced. When they were asked about the time

allocated to written Expression module, (86%) of them argue that it is not enough to cover all the aspects that students need to learn about writing.

The second section about writing ability shows that all teachers (100%) see that reading and writing are two close related skills as Byrne (1979, p. 10) has argued that “reading of course can be a goal in itself and in any case is likely to be a more important one than writing, but the two skills can and should be developed in close collaboration”. They see reading provides students with the data and input which they need to use when writing about any topic that they have read about. It is a major factor in developing the writing skill; White (1981, p. 101) see that” any communicative writing course must contain a large component of reading comprehension of practice”. Most teachers claim that they encourage their learners to read extra books, novels and short stories that help them to ameliorate their background knowledge. When they were asked about the effect of the way students speak on their style of writing, the majority of teachers (86%) said that speaking has a positive influence on writing in that speaking and writing are productive skills and go with each other. The kind of influence depends on students’ proficiency; if students are good speakers, they will be able to apply the appropriate rules when writing. Moreover, the responses we get show that teachers are not convinced with their students’ level; (42.85%) of them consider their students’ level in writing is below average. This may be because of lack of practice or the writing skill difficulty and the challenge it covers. All teachers find writing in English as a difficult task to teach since it requires teaching many aspects grammar, content, vocabulary. However, all of them must be collaborated to have a good piece of writing and no item could be ignored or rejected in addition to style, clarity and fluency without forgetting about cohesion and coherence as teachers said. (100%) of our teachers confirm that third year students find difficulty and face problems in writing; it is the same result founded in students questionnaire. In relation to the students’ problems,

teachers confirm that those problems are related to grammar, vocabulary, mechanics and idea organization. Concerning the writing approaches, the majority of teachers (71%) claimed that they use all the approaches according to the context and their needs. While (29%) said that the process approach is the effective one because it relies on different and ordered steps that facilitate the writing process.

In the second part of the second section which is entitled essay writing, we get the result that all teachers of the third year start teaching essays to their students. As founded in the students' questionnaire, all teachers agree that essay writing is not a difficult activity and most students find difficulty in mastering the different aspects and conventions needed to develop their ability in essay writing. One of these problems is ideas organization because they do not use such strategies that help them to plan and organize their data before starting the first draft even though their teachers taught them these different techniques of the prewriting step; (100%) of teachers said that they use those techniques in teaching writing such as: Mind mapping, clustering, listing and brainstorming.

The last section of Mind mapping as a teaching writing technique shows us that (100%) of respondents are using the mind map technique in teaching as stated before. They have defined it as a helpful technique of brainstorming and they have confirmed its effect on organizing students' compositions and help them to overcome most of the difficulties they face in writing.

Recommendations

The theoretical part of the findings that we revealed from the two questionnaires indicates that writing is a difficult task for both teachers and learners. It also emphasize on the necessity of teaching writing using an effective strategy that helps overcome the maximum number of problems. Based on the issue raised during data analysis, some recommendations can be put forward for further research:

- ✓ The time allocated for the Written Expression module should be revised from the administration because writing is a difficult skill that needs much time to cover the needed aspects.
- ✓ We think that the administration should assign a module that focus on reading skill because it is an important skill in addition to its role to enhance students' writing skill.
- ✓ The process approach has proved its effectiveness in teaching writing, so, teachers are invited to follow this approach without neglecting the other approaches.
- ✓ Students must follow and respect the different steps and phases of the writing process.
- ✓ Students must be aware of the importance of outlining and planning before starting writing because it helps them to organize their composition.
- ✓ Applying the Mind Mapping technique in the prewriting stage of the writing process for the reason that it has proved its great role in developing students' writing skill.
- ✓ Students must be aware of the usefulness of the prewriting techniques in organizing one's ideas and also whole composition.

- ✓ Students must be encouraged to practice reading to reach their vocabulary and of course their writing skill.
- ✓ Teachers must play all their roles in the classroom starting from feedback provider to facilitator without rejecting his role as a guider
- ✓ Teachers must provide their students with the necessary feedback that helps them to avoid the common and all the mistakes.
- ✓ Students must practice writing whenever they are able to in order to develop their writing proficiency and they do not have to wait their teachers to ask them to practice more outside classroom.
- ✓ We recommend other researchers to investigate the writing difficulty and the importance of outlining in reducing this complexity.

Applying these recommendations and suggestions might help in eliminating students' difficulties of writing and teachers' challenge of teaching this module of written Expression. Mind Mapping is an effective tool to enhance students' writing proficiency. This fact should be putted in mind by both teachers and students. We hope that these recommendations will be taken into consideration to develop students' writing skill.

Conclusion

This chapter has represented the practical field work we have followed in order to identify the role of Mind Mapping to enhance EFL learners' essay writing. The results we get from the analysis of the two questionnaire reveals that writing is a difficult task for students to learn and teachers to teach also. Essay writing is included in writing difficulty; it is considered as a challenge for both students and teachers too. The secret behind this difficulty lies in the different conventions students should master and be aware of. These conventions are grammar, mechanics (Capitalization and punctuation), vocabulary, content and form, ideas organization. They are also considered as the most important items that a

good draft consists of. In other words, to write a well and acceptable composition, one have to master all these elements. Moreover, students are not able to compose an organized draft; they do not plan before starting the process of writing. So, they are not able to finish in the allocated time. One way of eliminating these problems is to follow the different stages of the writing process that gives a chance to save time and pursue an organized way. Planning is one of these stages that prove its effectiveness on students' performance. Mind Mapping is one of outlining techniques that helps to plan and organize the draft before beginning the procedure of writing. It saves time and helps the brain to be creative and make association between a great number and amount of ideas.

General conclusion

The process of teaching and learning writing is a difficult and complex for both EFL learners and teachers. It is a challenging skill that requires different components to be developed in addition to the background knowledge and comprehensive abilities. Most students are unable to create an acceptable composition because they lack the potential of organization and language manipulation. Writing is regarded as a kind of process rather than imitating a product; students have to go through a process where they have to plan, draft, revise and edit their final draft before publishing it. The main problem of those novice writers is that they lack the effective pre-writing strategies that make them creative and produce an organized acceptable essay. Therefore, this dissertation aims at investigating whether there is a relation between one of these pre-writing techniques and essay writing development.

This research is divided into two main parts; the first is the theoretical part and the second one is the practical part. The initial part consists of two chapters; the first is about the Mind Map technique and its relation to the human brain. Mind mapping definition has been introduced and the focus has been more on making mind maps by giving its laws and different steps in addition to the different uses of Mind Mapping but specifically in the field of education. In the second chapter, an overview about the writing skill as well as its importance in learning a foreign language has been conducted. Also, writing definition and its relation with the other language skills in order to understand its nature. To understand the writing process, the different approaches of teaching writing have been explored. The focus mainly is on the process approach and its stages in order to tackle the pre-writing strategies and hence discuss the mind mapping as one of these strategies. Finally, the last chapter of this dissertation composed of the interpretation and analysis of findings resulted from the current study.

This final chapter helps us to confirm or reject our hypothesis and answer our research questions. In order to confirm our hypothesis which assumes that if students use the MM technique, their essay writing ability will be improved, we had used the descriptive method; one for teachers and another one for students.

In the two questionnaires, we found that essay organization is one of the students' difficulties that make them unable to produce an acceptable essay. Also, we had found that Mind Mapping is a familiar technique, but not widely used by Third year students of Mohammed Khidher Biskra University.. Furthermore, this study came to be witness of MM strong impact on students' essays. Therefore, we highly recommend teachers and students to use and apply this technique in the Written Expression module in order to facilitate the writing process.

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Appendix A

Teacher's questionnaire

Dear teachers

We are conducting a research about **Mind mapping as a pedagogic technique to enhance student's essay writing**. In order to achieve the aim of this work, this questionnaire has been prepared for 3rd year teachers of written expression. I will be very grateful if you answer the following questions (by ticking the appropriate box or giving a full answer).

Thank you very much for taking time to share your experience and knowledge. Your input is very important and greatly appreciated,

Ghellaba Chahrazad

Section one: General information

- 1. The degree you hold
BA (licence)
- MA (master)
- Magister
- PhD (doctorate)

- 2. How long have you been teaching English?
.....Year(s)
- 3. How long have you been teaching written expression?
.....Year(s)
- 4. Do you think that time devoted to this module is enough?
Yes No

Why?
.....
.....
.....

Section One: Teaching writing essays

Part one: Writing ability

- 1. Does reading contribute to the development of writing?
Yes No

If yes, in what ways?

.....
.....
.....

2. Do you encourage your students to read?

Yes No

If yes, explain how

.....
.....
.....

3. Do you think the way students speak influence their writing?

Yes No

If yes, explain how

.....
.....
.....

4. Which of the following describes your students' level of writing skill?

High
Above average
Average
Below average
Low

5. Is writing an easy task for students?

Yes No

Please, justify

.....
.....

6. Do your students face problems in writing?

Yes No

If yes, are those difficulties due to

Ideas organization
Grammar
Punctuation

7. Which of the following approaches do you use in teaching writing?

a- The product approach
b- The process approach
b- The genre approach
c- Process-genre approach

Explain the reasons for your choice

.....
.....
.....
.....

Part Two: Writing Essays

1. Which type of writing your students are required to do most?

Sentence construction

Writing paragraphs

Writing essays

If it is essay writing, is it an easy task?

Yes

No

2. To which item do you give the most importance while teaching Writing?

a. Organization of ideas

b. Grammar

c. Vocabulary

d. Punctuation

3. Do your students find difficulty to collect data to write an essay?

Yes

No

If yes, do you teach them how to plan before starting to write?

Yes

No

4. Which techniques are you teaching them to use in the pre writing phase?

.....
.....
.....
.....

5. In your opinion, which stage of the writing process is considered as the most difficult stage for students?

a- Generating ideas

b- Writing a thesis statement (topic sentences)

c- Outlining paragraphs/ essays

d- Writing the first draft

e- Revising and proofreading

d- Editing the final draft

6. Do your students go through all the stages?

Yes

No

7. Do they plan before writing the first draft?

Yes

No

8 .What are the characteristics of good piece of writing?

.....
.....
.....
.....

Section Two: Mind Mapping as a teaching writing technique

1. Do you use any kind of diagrams while teaching written expression?

Yes No

2. Do you use mind mapping?

Yes No

If yes, how can you define it?

.....
.....
.....

- What was their reaction?

.....
.....

3.Are they able to use it?

Yes No

- If yes, does it help them?

.....
.....
.....

4.Any other benefits of mind mapping in helping students to produce a well organized draft

.....
.....
.....

Thank you

Appendix B :

Students' questionnaire

Dear student,

We would be so grateful if you could answer the following questions giving your opinion about **Mind mapping as a pedagogical technique to enhance student essay's writing ability**. Your answer will be very helpful for the research. We hope you will answer with full attention, honesty and interest.

To answer the question, you are required to tick (✓) in the appropriate box. Be sure that any information you will provide us within this questionnaire will remain strictly anonymous.

- **Remarque: Mind Mapping** is great cognitive technique that can be used to arrange and organize information when studying or presenting students with a new topic. (it also called spider diagram).

Miss Ghellaba Chahrazad

Section one: Personal Information

1- How long have you been studying English? Year

2- How do you consider your level in English?

- | | |
|-------------|--------------------------|
| ❖ Very good | <input type="checkbox"/> |
| ❖ Good | <input type="checkbox"/> |
| ❖ Average | <input type="checkbox"/> |
| ❖ Poor | <input type="checkbox"/> |

Section one : Mind mapping as Teaching Writing Technique

1- Are you familiar with Mind Mapping technique?

Yes No

- If yes, Do you use it?

Yes No

- For which module do you use it?

- Written expression
- Didactics
- Linguistics
- Cognitive psychology

- If it is used in written expression, explain for which reason: (how does it help you when writing):

.....

.....

.....

.....

3. In which stage of the writing process do you use mind mapping?

- 1st stage:** prewriting
- 2nd stage:** drafting
- 3rd stage:** revising
- 4th stage:** editing

4. Does the use of this diagram encourage you to write?

- Yes No

5. If your answer is yes, how does it help you to gain time?

.....

.....

Section two: Essays' writing ability

Part one: Writing ability

1. When reaching 3rd level how do you qualify your writing level?

- Good average Poor

2. Do you practice reading?

Yes No

• If yes, how often?

Always sometimes often rarely

3. Does your teacher encourage you to read?

Yes No

4. Are you motivated to write?

Yes No

• If no, explain why?

.....
.....
.....

5. How often do you practice writing?

Every day Sometimes Rarely

• If it is not every day, is it because of writing difficulties?

Yes No

• If yes ,are those difficulties due to:

Ideas organization

Poor background

Spelling mistakes

• Any others, please specify

.....
.....

6. What type of writing are you required to do?

Paragraph

Essay

7. Others, please specify

.....
.....
.....

8. Which approach do you refer to in writing?

Product approach

Process approach

Genre approach

Part two: writing essays

1. When have you started writing essays?

2nd year LMD

3rd year LMD

Not yet

2. Do you think that writing essay is easy?

Yes

No

- If No, would you, please, justify why

.....
.....
.....

3. Which is the most difficult when writing essays?

Planning

Drafting

Revising

4. Do you start directly writing without planning?

Yes

No

- a. If No, why?

.....
.....
.....

b. If yes, how does it help you in organizing your draft?

.....
.....
.....

5. Which components do you think that a good piece of writing should contain?

Word choice

Correct grammar

Spelling

Mechanics

Ideas organization

- Any others ,please, specify

.....
.....
.....

6. Any comments or suggestions

.....
.....
.....
.....

Thank you for your collaboration

ملخص

تعد مهارة الكتابة في سياق لغة أجنبية من أصعب العمليات، لذلك فمعظم طلبة اللغة الانجليزية كلغة أجنبية في جامعة محمد خيضر بسكرة يرون أنه ليس من السهل تطوير مهارة الكتابة و إنتاج مقالات. يهدف هذا البحث إلى تفصي دور الخارطة الذهنية كتقنية تخطيط و أثرها في تطوير و تنظيم نصوص طلبة سنة ثالثة لغة انجليزية. من أجل دعم فرضية "أن استخدام مثل هذه التقنية يساعد الطلاب في تحسين الكتابة " تم تطبيق المنهج النوعي و ذلك من خلال استبيانين: تم اختيار 70 طالب اختيارا عشوائيا من السنة الثالثة و سبعة أساتذة مقياس التعبير الكتابي. قمنا بتحليل الاستبيانين و توصلنا إلى أن تقنية الخارطة الذهنية لها دور كبير في تطوير و تحسين مهارة الكتابة و من خلال هذا نرى أنه من الضروري الاعتماد على مثل هذه التقنيات و أخذها بعين الاعتبار.