



Mohamed Khider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages  
English Language  
Sciences of the language

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Submitted by:

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**The Effectiveness of Using Concept Mapping as a Teaching Strategy  
to Improve EFL Learners' Writing Performance  
The Case Study of Master One Learners of English at Biskra  
University**

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## **Declaration**

I, LBAB Sabrina Dehbia, do hereby declare solemnly that this submitted work is solely my own effort, and has not previously been submitted for any institution or university for a degree.

Certified.

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## **Dedication**

*I dedicate this work to:*

*My beloved mother “Malika”*

*My supportive father “Ahmed”*

*My one and only beloved sister “Mina”*

*My dearest brother “Mohamed”*

*To all my aunts and my dear grandmother”DEHBIA”*

*To the memory of my late grandmother “SAKHRIA” May Allah grant you ‘Al Jannah’*

*All my family and my friend “Hafida”*

*To the little prince “Amire” and princess “Miral”*

*And to my beloved birds “joony” and “loki”*

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## **Abstract**

The writing skill has a significant role in foreign language learning and teaching due to the benefits it provides. However, writing remains as one of the most complex skills for language learners since most of them find it difficult composing a piece of writing .The aim behind conduct this research is to find out the problems that first year Master students are facing in writing .This study aims to check whether use of concept mapping as strategy would improve students writing proficiency as well if it would reduce their difficulties in writing . In order to confirms and verified the hypotheses, descriptive method has been used to conduct this work, which consist of two questionnaires, were administered to both, teachers of written expression module and for 42 Master one students at English Department of Biskra .The main objective of these questionnaires was to gather sufficient information about their attitude towards concept mapping strategy in improving students writing proficiency. Therefore, the results of the questionnaires have confirmed the research hypotheses. Thus, students and teachers showed a positive attitude concerning the use of concept mapping strategy to improve writing proficiency In addition; the researcher drew some recommendations at the end of the dissertation. Moreover, both teachers and students should be aware of the vital role of the writing skill in education, also Teachers should integrate concept mapping in most writing classes.

**Key words:** concept-mapping strategy, the writing skill, English language.

## **List of Abbreviations and Acronyms**

**EFL:** English as a foreign language

**W.E:** written expression

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**الملخص**

# General Introduction

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## General Introduction

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## **Introduction**

Learning English as a foreign language needs the mastery of the four skills reading, writing, listening and speaking .However, writing seems to be the most needed one among the others as it is considered as the most important skill in learning a language because it allows learners to express and gain knowledge about the language. It is also beneficial for students in their academic works when taking exams or writing essays, research papers or theses. Moreover, having an efficient performance in writing will definitely help learners perform better in their academic career.

### **1. Statement of the Problem**

Writing is considered as a productive skill, and mostly needed for learners of English as a foreign language in their academic achievement. Since most of their university, subjects require good writing. It has been noticed that EFL learners have a poor performance in the writing skill especially when it comes to organize their ideas. As result, their writing becomes incoherent with ill-organized ideas.

Although the writing skill is a reflection of learners' academic achievement, the majority of students cannot write appropriately their assignments. It is probably because of the lack of practice and the absence of appropriate techniques. In order to overcome this lack of organizing ideas, we suggest the use of concept mapping strategy that will help learners to write in a way that is more appropriate.

In addition, this strategy will allow learners writing skill be more coherent and organized. This concept mapping is a pre -step to organize their ideas before starting writing their first draft. Concept mapping can be a convenient solution to overcome students' inability to organize their ideas effectively.



## 2. Aims of the Study

The general aim of this study is to achieve a piece of writing that is coherent and has organized ideas for EFL students at Biskra University by using concept mapping as a teaching strategy.

Specific aims of this study are:

- Identify the causes behind writing difficulties
- Investigate the effectiveness of using concept mapping to improve learners' writing performance.
- Explore learners and teachers' attitudes towards the use of concept mapping.

## 3. Significance of the Study

This study seeks to know the relationship between writing skill and concept mapping as teaching technique. The outcomes of this study will be beneficial for master one learners in order to achieve a higher degree of clarity and coherence in their writing.

## 4. Limitation of the Study

This study has several limitations relating to teachers and students. The research study concerns mainly with teachers of writing expression, and with EFL students, which concerns only with master one population, two groups at Mohamed Kheider University of Biskra.

## 5. Research Questions

This research seeks to answer the following research questions:

**RQ1:** To which extent can the use of concept mapping affect students' writing performance?

**RQ2:** What are the attitudes of both students and teachers towards the concept mapping?

## 6. Research Hypothesis

From the previous research questions, we hypothesize that:

**RH1:** Using concept mapping as a teaching strategy may be effective to improve students' writing performance.

## 7. Research Methodology

### 7.1 Method

This study aims to investigate the use of concept mapping in writing skills, so in order to fulfil this study the qualitative descriptive method was used because it is more appropriate for this study.

### 7.2 Population

The population integrated in the present study is the first year Master estimated around 180 student at Mohomed Kheider University of Biskra during the academic year 2020-2021.

### 7.3 Sample

42 student at Mohomed Kheider University of Biskra answered a questionnaire in order to collect the needed data for this study.

### 7.4 Data Gathering Tool

Two questionnaires will be used for both teachers and students. The teachers' questionnaire will be submitted to written expression teachers to determine the effectiveness of using concept mapping as a teaching tool to improve learners' writing skill. Besides, the students' questionnaire which will provide their opinions and attitudes toward concept mapping and the reasons behind their writing difficulties.

### 7.5 Data Analysis Methods

To analyze the data collected, the study adopted a descriptive method for the questionnaire for its appropriateness.

### **8. Structure of the Dissertation**

**Chapter One:** is devoted to an overview on writing skill and provides definition of writing skill, writing and other skills, components of writing and its difficulties.

**Chapter Two:** contains an overview about the concept mapping. It includes the definition of concept mapping and its features.

**Chapter Three:** is devoted to the analysis and interpretation of the data collected

# Chapter I

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## Writing skill

## Chapter One: Writing Skill

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### Introduction

In learning English as a foreign language, learners are supposed to master the four skills as listening, writing, speaking and reading. However, the writing skill seems to be for the most important, difficult and sophisticated skill; Moreover, learning how to write especially for FL learners is such a major concern. Writing is a tool to gain and express thought into language. Thus, this chapter covers many items of writing like its definitions as well as the main difficulties, in addition to the components of writing and other skills.

### 1.1 Definition of Writing

Many scholars and researchers have suggested tremendous definitions of writing in different ways. In its simplest form an online dictionary defined writing

“as a group of letters or symbols written or marked on surface as a means of communicating ideas .by making each symbol stand for an idea, concept, or thing (see ideogram), by using each symbol to represent a set of sounds grouped into syllables (syllabic writing), or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language (alphabetic writing).” (Reverso Dictionary online, 2021)

Another definition by Hyland (2003:3) as he defines writing “as makes on a page or a screen, a coherent arrangement of words, clause, and sentence, structured according to a system rules”

The term “writing” is often referred to by other terms as “composing” .According to Flower and Hayes (1981:366) “Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing”.

As is stated “writing is a reflection of what already has been formulated in the mind of the writer and, by implication, suggested that writing can occur only after the main ideas are in

place.”(Clark, 2003:8). This mean that writer aims is to convey and to know how to say what has been discovered. Another definition given by Byrne who believes that graphic symbols has to be combined in a way that rules to form words and words to form sentence. Byrne (1993:1) stated that:

“Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences”

### **1.2 Components of Writing**

In order to master the writing skill, learners should be aware of the basic constituents of the writing skill. Moreover, students need to set first the objective behind writing their paragraphs besides to they are addressing their writing by including processes as prewrite, plan and outline, write a first draft, redraft and revise finally edit and proofread . Those processes introduces by Hughes (2007:1) as follows:

#### **1.2.1 Prewriting**

It is the first activity which students engage in it refers to everything they do before starting writing the first draft, including generating ideas and thinking, note taking, viewing, reading and brainstorming, also sharing ideas or researching through using graphic or diagrams for mapping out their thoughts.

#### **1.2.2 Drafting**

Drafting occurs by putting down ideas on paper or in computer and by making connection between ideas and supporting details, Students can leave space to fill in further details later this stage, students are not concerned by checking spelling .



### 1.2.3 Revising

Students themselves peer or teacher can do this stage. Students can review modify, and reorganize their work by rearranging, adding, or deleting ideas, and by making the tone, style, and content appropriate for the intended audience. The goal of this stage of the writing process is to improve the draft.

### 1.2.4 Editing

This stage refers to making changes in many terms, it is about rereading and checking mistakes and errors such as grammar, spelling, verb tense, punctuating and correcting them, also checking for clarity.

### 1.2.5 Publishing

It is the last step in the writing process, the final writing can be shared in the classroom or school web site or it can even printed it and published online.

(Hugers, 2007:1)



Figure 1: Writing Process (Jay Vera, 2019)

## 1.3 Elements of Writing

Writing contains certain elements to ensure that pieces of writing appear more effective. They were presented in (National Geographic Learning (NGL) 2019: 40-57) as follows: Purpose, Audience, Clarity, Unity and Coherence.

### 1.3.1 Purpose

It refers to the reason that leads a writer to compose pieces of writing on a particular paragraph. That is why writers need to stay focused on their topic; they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve.

The most common purposes for writing are:

- To inform the readers.
- To persuade the readers.
- To entertain the readers.(NGL,2019:40)

### 1.3.2 Audience

It is important to select the audience that you are addressing in your writing; the term audience is refer readers who are going to read a particular piece of writing. As a writer, you should know who their audience is before they start writing .in addition to keep their audience in mind as they write every sentence in their paragraph.

Relating to Your Audience by considering these two main elements in relating to your audience:

- point of view or person (first, second, or third)
- Formal or informal writing (NGL,2019:44)

### 1.3.3 Clarity

Clarity refers to how easy it is for the reader to understand your writing. That is why writers need to explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific and concise language.

Here are two ways that you can improve clarity:

- Use descriptive (or precise) words.

- Use clear pronoun references. (NGL, 2019:46)

### 1.3.4 Unity

Unity refers to that all the sentences in a paragraph that are related to the topic sentence and its controlling idea. Therefore, writers need to be sure that main topic and supporting sentence relates to the topic sentence. (NGL, 2019:53)

### 1.3.5 Coherence

A piece of writing appears coherent when all of the ideas are organized, and flows smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily.

Three important features of coherence are:

#### 1.3.5.1 Logical Order

It is important to follow a logical order in your writing. The next activity will help you to understand the importance of logical order.

#### 1.3.5.2 Repetition of Key Words

Here writers need to know that certain key words need to be repeated in a paragraph to keep the reader focused on the topic. Sometimes students worry that using the same word repeatedly can sound too repetitive. To avoid being repetitive, you can also use pronouns to replace these key nouns.

#### 1.3.5.3 Transitional Words and Phrases

Transitional words and phrases are necessary to maintain the flow and coherence of a paragraph. They are the links between ideas.

(NGL, 2019: 57)

Another element, which was introduced by Wilbers (ND: 1) that was **organization**

This element has to do with coherence, to keeping the reader focused on the central and supporting ideas.

Organization done by logical sequence to lead the reader to the ideas by paying s attention to certain point such as:

- The introduction orients the reader to the central idea and the line of reasoning.
- Material are arranged in a logical and coherent sequence, subordinate ideas are effectively identified.
- Transitions are clear and helpful.
- The Conclusion summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

### **1.4 Characteristics of Effective Writing**

Since the writing skill is important in order to exchange ideas students when they write need to express their ideas in a clear ,well organized and logical manner to present a piece of writing that is well comprehended by others ,which needs to include certain characteristics according to Starkey (2004).

#### **1.4.1 Organization**

In your writing ideas need to appear well organized and ordered in order to be well comprehend by the reader need to be organized, according to Starkey (2004:2) “Organization has benefits for the reader. Like By following one of the organizational methods... you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your essay”.

### 1.4.2 Clarity

Clarity is one the necessary characteristics of writing which helps a piece of writing to appear clear to the reader according to Starkey (2004: 12-15) learners need to achieve clarity by following those steps:

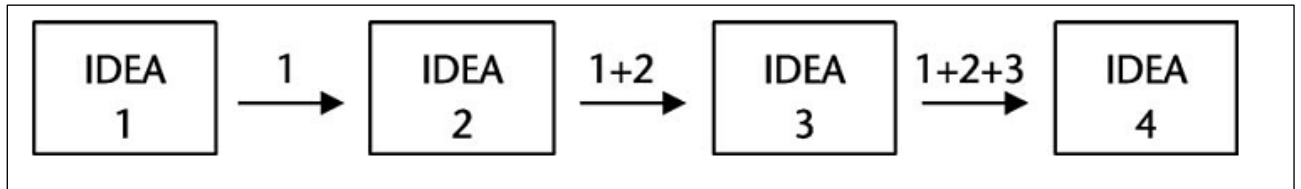
- Eliminate ambiguity: the writer should use simple word in order to avoid word or phrase that has more than one meaning or interpretation.
- Powerful, precise adjective and adverbs: the use of precise and specific words help in achieving clarity in writing.
- Be concise: by avoiding wordiness and repetition to express idea in one sentence rather than five sentences, Starkey (ibid) mentions two ways to avoid unnecessary repetition

“The first is that unnecessary repetition is a sign of sloppy writing. It is easy to say the same thing a number of times, varying it slightly each time. It is harder to say something well once, and continue writing about your next idea or example. Second, wordiness wastes valuable time and space. If you are writing while the clock is ticking, or are limited to a number of words or pages, say it right the first time and move on.”(Starkey, 2004:17)

### 1.4.3 Coherence

In writing, coherence is considered an important item. Slawson, Whitton, and Wiemelt (2010) stated that “coherence is achieved when sentences and ideas are connected and flow together smoothly. An essay without coherence can inhibit a reader’s ability to understand the ideas and main points of the essay. Coherence allows the reader to move easily throughout the essay from one idea to the next, from one sentence to the next, and from one paragraph to the next”.

Failure or success depends on how clear a piece of writing is. According to Murray and Hughes (2008:45) coherent means that ideas stick as a chain to form a link, if the link is missing the connection becomes unclear. Figure 1 illustrates this.



**Figure 2:** A sequence of ideas (Murray and Hughes, 2008:46)

### 1.5 The Role of the Teacher in the Writing Process

The teacher has significant role to play in the writing process, whose roles is aims to help students to produce piece well-structured of writing .According to Harmer (2004:41.42) mentioned five roles of the teacher in writing :

#### 1.5.1 Demonstrating

In this role, the teacher makes students aware of the writing conventions such as spelling, punctuation, capitalization, and grammar to make student writing appears clear and understandable.

#### 1.5.2 Motivating and provoking

The teacher roles to motivate and provoke students when they are lost. Here the teacher gives guidelines or hints to students to start their writing.

#### 1.5.3 Supporting

Another role of the teacher is supporting .When students in the classroom are doing their writing, the teachers should support their students by providing help them to overcome difficulties they face in writing.

### **1.5.4 Responding**

Responding means the reaction of the teacher towards students writing. The teacher here provides students with comments on their errors, feedback to show students what they need to improve and how.

### **1.5.5 Evaluating**

Evaluating is to determine whatever student benefit from tasks. In tests the teacher indicates to students where they made mistakes and where they did well and grade them.

## **1.6 Writing and Others Skills**

Learning a foreign language requires the mastery of every aspect of it. Since there are types of skills like the receptive skills that include reading and listening, productive skills that include writing and speaking. Skills attend to be overlapped in the process of mastering skill, it goes hand in hand with others in order to master it.

### **1.6.1 Writing Connected to Speaking**

Although writing and speaking are consider productive skills, they do differ in many aspects. Ramies (1994:4-5) shows a major differences between both skills as that speaking is spontaneous and unplanned usually use simple sentences while writing is planned and usual use complex sentence . Writing demands to use complex grammar, syntax and vocabulary; however, speaking attends to be simple. Another difference is formality, speaking is less formal and repetitive; in the other hand, writing is formal and compact. Another point is that in speaking we use pauses and intonation while in writing we use punctuation, in speaking we pronounce words while in writing we spell words.

A series of differences between speaking and writing is done by Brown (1994:303-306), where he provides a list of characteristics that differentiate between the written and the spoken language.

Characteristics	Writing	Speaking
Performance	Writing is permanent can be read and reread.	Speaking is fleeting occurs in real time.
Processing time	Writers have time to plan their words.	While speakers form what they want to say immediately.
Distance	The speaker and listener have face contact.	The writer and reader message sent by two dimensions the time and space
Orthography	Writing seem limited in term of information.	Speaking has various contain (stress, intonation, rhythm...etc.).
Complexity	Consist of more complex and longer clauses with more subordination.	Whereas, spoken language consists shorter clauses and coordinator.
Vocabulary	In writing contains a greater variety of vocabulary	Speaking contain less vocabulary comparison to writing.
Formality	Writing more formal	Speaking less formal

**Table 1:** Difference between writing and speaking (Brown, 1994:303-306)

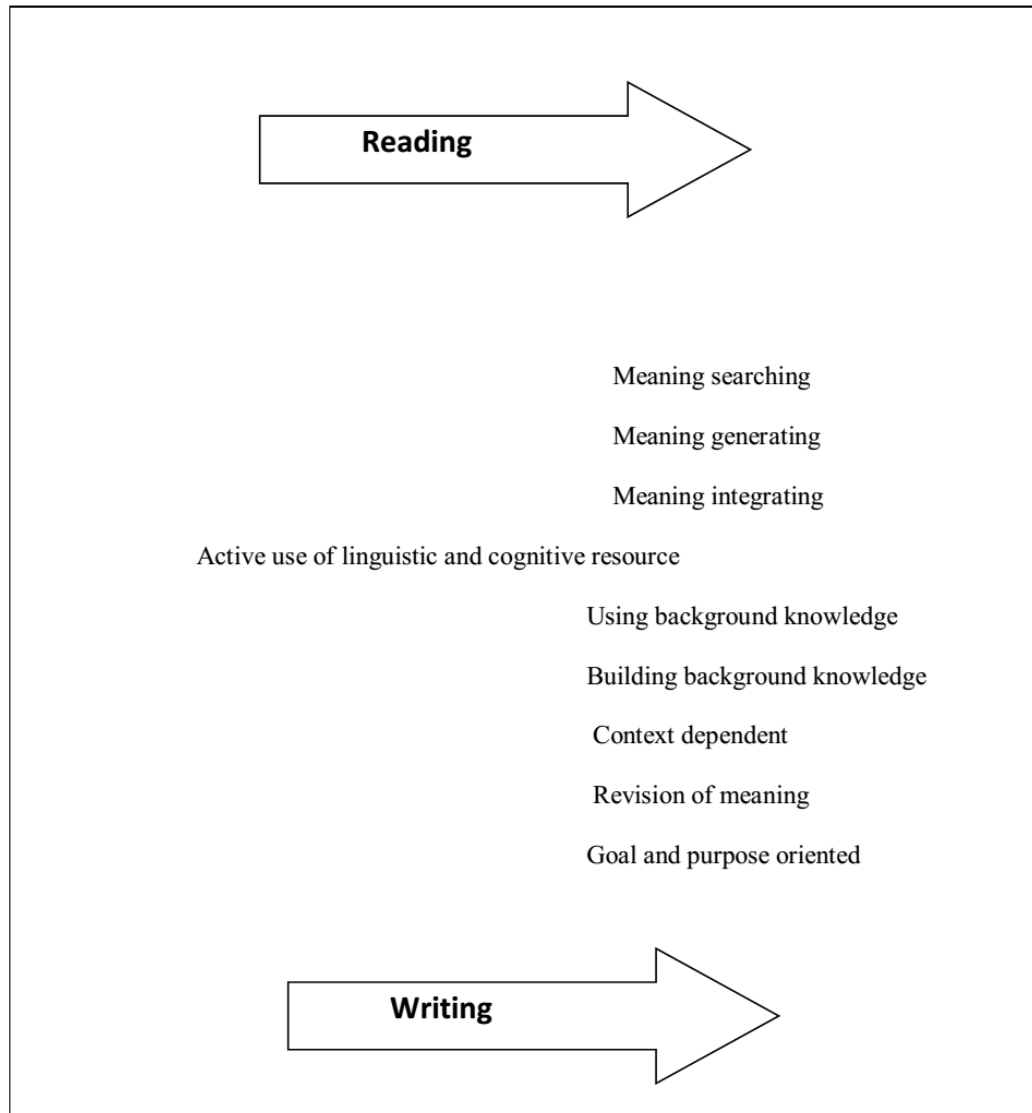
To sum up writing and speaking can go hand-to-hand in order to meet the language goals as productive skills. Writing is more formal and strict in rules in order to master it whereas speaking has no rules to stick to it in order to be learned.

### 1.6.2 Writing Connected to Reading

As stated by Shriver (p.1) “To simplify the consideration of the connection between reading and writing, reading is here defined as the ability to decode written text quickly and accurately and to comprehend what is read. Writing is defined as the ability to produce connected text” which set some of similarities between writing and speaking like, both are considered complex since both require general knowledge.



Moving to Stosky, who shows that writing and reading closely correlate for better discription of relationship between both skills, presented in the following figure (as cited in Dernoun, 2015:14)



**Figure 3:** Reading - Writing relationship (Dernoun, 2015:14)

The earlier figure represent the similarities between reading and writing as that both use background knowledge also help in building it too.in addition that writing and reading attend to generating and integrating meaning.

### 1.7 Importance of Writing Skill

In the process of learning a foreign language, the emphasis is on the aim of how to write; Moreover, writing skill is important for several reasons, as it has been mentioned by klimova (2013:9)

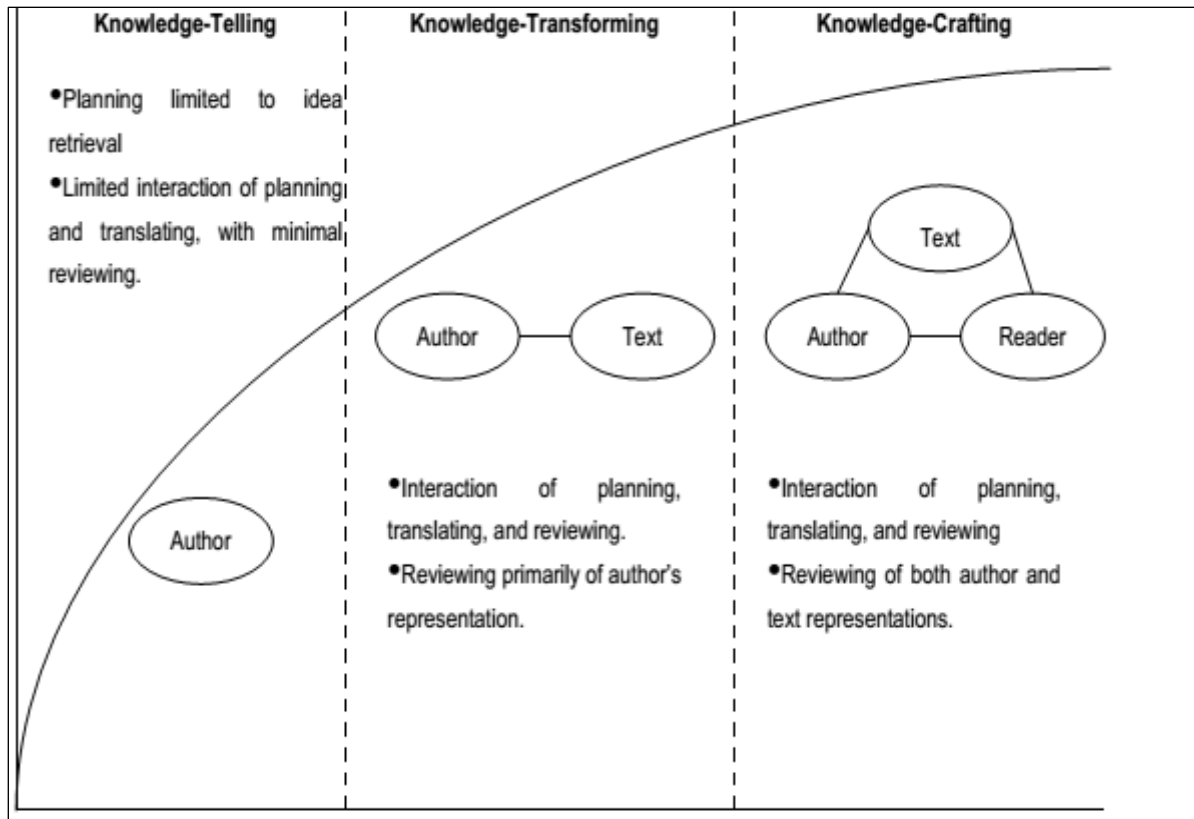
- Helps in expressing one's personality.
- Fosters communication and develop thinking skills;
- Makes logical and persuasive arguments
- Gives a person a chance to later reflect on his/her ideas and re-evaluate them.
- Provides and receives feedback.
- Prepares for school and employment

Also Walsh talked about the important of writing skill (cited in klimova, 2013: 9)

“Writing is important because it used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.”

### 1.8 Development of Writing Skill

The development of the writing skill has progressed through three steps which are knowledge telling, knowledge transforming and knowledge crafting according to Kellogg (2008:3-7) as it illustrated in the following figure.



**Figure 4:** Development of writing skill (Kellogg, 2008:3)

### 1.8.1 Knowledge Telling

The initial step is knowledge telling which contains creating or retrieving what the author wants to say and then generating a text to say it. The author is not entirely egocentric in Knowledge telling and can begin to take into consideration the reader's needs.

### 1.8.2 Knowledge Transforming

The second step is knowledge – transforming that involves changing what the author wants to say as a result of generating the text. It implies an interaction between the author's representation of ideas and the text representation itself. What the author says feeds back on what the author knows in a way not observed in knowledge – telling. Reviewing the text or even ideas still in the writer's mind can trigger additional planning and additional language generation

### 1.8.3 Knowledge Crafting

The final step is to characterize the progression to professional expertise in writing. The writer must maintain and manipulate in working memory a representation of the text that might be constructed by an imagined reader as well as the author and text representations. Notice that this stage now involves modeling not just the reader's view of the writer's message but also the reader's interpretation of the text itself. In knowledge crafting, the writer shapes what to say and how to say it with the potential reader fully in mind. The writer tries to anticipate different ways that the reader might interpret the text and considers these in revising it.

## 1.9 Teaching Writing Approaches

Writing can be taught in variety ways based on different approaches like product, process, genre and process genre approach.

### 1.9.1 The Product Approach

The product approach focuses on the same aspect of the behaviourism theory, which is imitation in order to composing well organized piece of writing Nunan (1989:36) stated that:

“The product approach to writing focuses on the end result of the act of composition, i.e. the letter, essay, story and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on”.

The main goals of the product approach is to write coherent and relevant pieces. As result, students attend to focus on imitating their teachers' texts. Moreover, Pincas (1962) stated: “he is not allowed to “create” at all in the target language” (p.185). Means that

learners is not supposed to create is only concerned with initiation .It become well know that product approach focus on the end result of students composition which is the final product. The product approach “encourages a focus formal text units or grammatical features of texts” (Hyland, 2003:3)

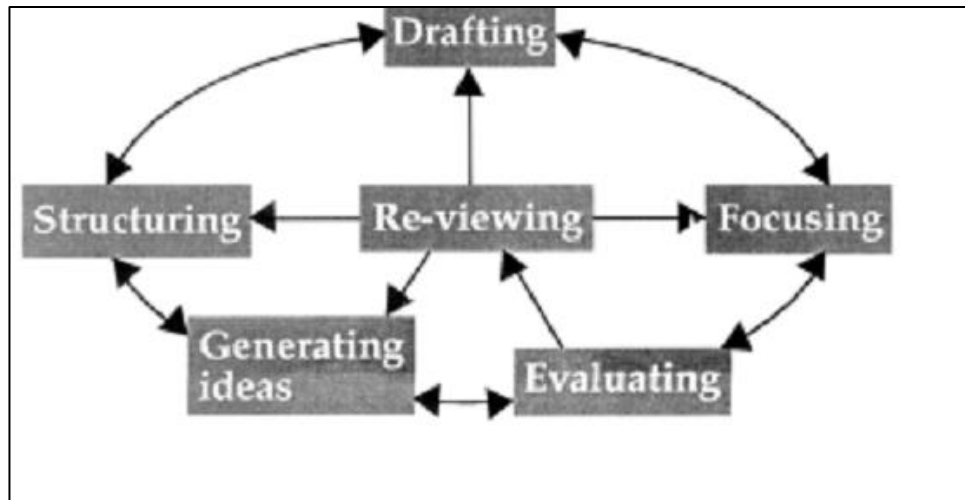
### **1.9.2 The Process Approach**

The process approach comes as reaction to the product approach which emphasis in the process of writing rather than the final product.in this approach students are supposed to write thought four main stages: drafting, re-viewing, pre -writing and editing. The process approach focus on many aspects such as:

- The process not in final product
- It is reader-based (not writer-based).
- It finds a real audience.
- It offers a variety of techniques.
- The teacher plays the role of guide, facilitator and reader.
- The student’s role is one of sharing and collaborating.
- Grammar is a tool
- Meaning is essential (not form).
- It is a creative process.

(Martínez and Virginia , 2005:39)

White and Arndt described the stages of the writing process in the following figure



**Figure 5:** White and Arndt's Process Writing Model (cited in Martínez and Virginia, 2005:38)

### 1.9.3 Stages of the Writing Process

#### 1.9.3.1 Planning

Planning is the first step where the writer plan what is going to write about .Some writers in this stage may use detailed note or just words. Harmer (2004: 4) believed that in planning writers have three main aspect to focus on .The first, one is the purpose of their writing the information they choice to convey .Secondly, the audience they writing for. Thirdly, the content including the fact, ideas or arguments.

#### 1.9.3.2 Drafting

In the drafting stage, students attend to focus on the main ideas on a paper with no need to focus on grammar, spelling or punctuation actually students has chance to refine those mechanical parts in the later stage .

As it names drafting means is the first version so it won not be perfect as well as won not be the final version. (Galko, 2001: 49)

#### 1.9.3.4 Revising

Considered as the heart of the writing process, where the piece of writing is revised and reshaped for many times. Revising as described by Donald Graves (1983)

“The draft stage is like throwing a large blob of clay on the potter’s wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.” (Cited in Johnson, 2008: 180)

### **1.9.3.5 Editing**

The last stage in the writing process approach is editing, refers to the part where of making correction in grammatical, lexical or spelling before the publication .Which Johnson stated that: “This is the stage where grammar, spelling, and punctuation errors are corrected” (2008:180).

### **1.9.4 Genre Approach**

Genre approaches has similarities with product approaches which genre approach regarded as an extension to the product. According to Badger and White (2000: 155) stated that “Like product approaches, genre approaches regard writing as pre-dominantly linguistic but, unlike product approaches they emphasis that writing varies with the social context in which it is produced.”

### **1.9.5 Process Genre Approach**

The process genre approaches contains the central focus of genre is that writing is embedded in a social situation so piece of writing meant to achieve a practical purpose comes out of a practical situation.

“ While genre analysis focuses on the language used in a particular text, we would want to include processes by which writers produce a text reflecting these elements under the term ‘process genre’. This would cover the process by which writers decide what aspects of the house should be highlighted, as

well as the knowledge of the appropriate language.” (Badger and white, 2000: 158)

### **1.10 Writing under the Concept Mapping Strategy**

There are many ways and approaches in order to teach writing. Still writing is a complex takes to master since it required a number of activities such as planning, barnstorming, outlining, revising, drafting and organizing , Moreover, it is more difficult to learn how to write especially in forging language . Concept mapping can be utilized as strategy for writing. Since concept mapping used to generating ideas and represent them, which is well know that concept mapping also helps in organizing ideas.

Since concept mapping has many unique characteristics that can be, use in composing well-structured a pieces of writing. One of the concept mapping characteristics is facilitation learning by presenting a given context in visual and symbol way “Graphic organizers are tools which combine linguistic forms like words and phrases with non-linguistic forms like symbols and arrows which show relationships” (as cited in Kansızoğlu, 2017:139).

### **Conclusion**

Finally, it can be concluded that writing is a challenging skill for students that required a lot of effort. It demands from students to be aware of writing rules and stages. It needs a lot of practice in order to get used to the rules and strategies, because writing is not an ability born with. Since the students does not writing for themselves they need to be aware how to write in clear manner. This include to mastering the writing process and strategies that are mentioned earlier in this section. We attend to cover some pointe such as overview of the writing skill and description about the well-known approaches in teaching foreign language.



# Chapter II

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## Concept Mapping

## **Chapter Two: Concept Mapping**

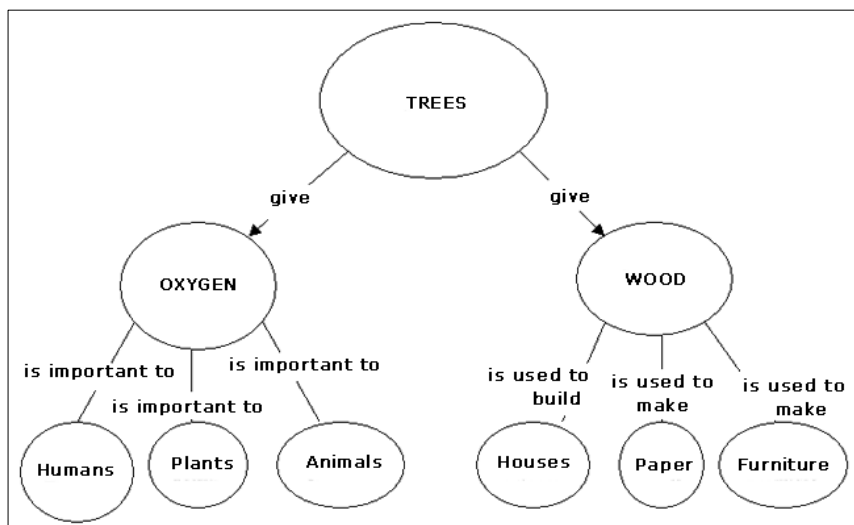
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### Introduction

Concept mapping tends to be weirdly used in many field as in science, mathematics, educational psychology, management and language pedagogy .Thus the main purpose of this section is to present an overview about concept maps, therefore; the intent of this chapter is to provides description of what is concept mapping by including the definition of concept mapping its origin and its features as well the type of graphic and benefits of concept mapping.

### 2.1 Definition of Concept Mapping

Concept mapping has been defined by many researchers. Novak (1992) describes concept mapping briefly as an organization tool to represent knowledge .Also Lanzing (1996) described concept mapping as a technique that can demonstrate how people visualize relationships between various concepts. Chularut and DeBacker (2004) proposed that concept mapping is “a tool for representing the interrelationships among concepts in an integrated, hierarchical manner” (p. 249). (Cited in Tuna and Thuan, 2011).Concept mapping is defined as one of a broad family of graphic tools for organizing and representing relationships between concepts by using linking words or linking phrase in line as indicated words to link between concepts in order to specify relationship between concepts; meanwhile, concepts are organized hierarchically from the most general to the most specific. (Novak and Cañas, 2007) present an example of concept mapping.



**Figure 6 :** Concept Maps that Show Importance of trees. (Kennedy & kruchin:1) .

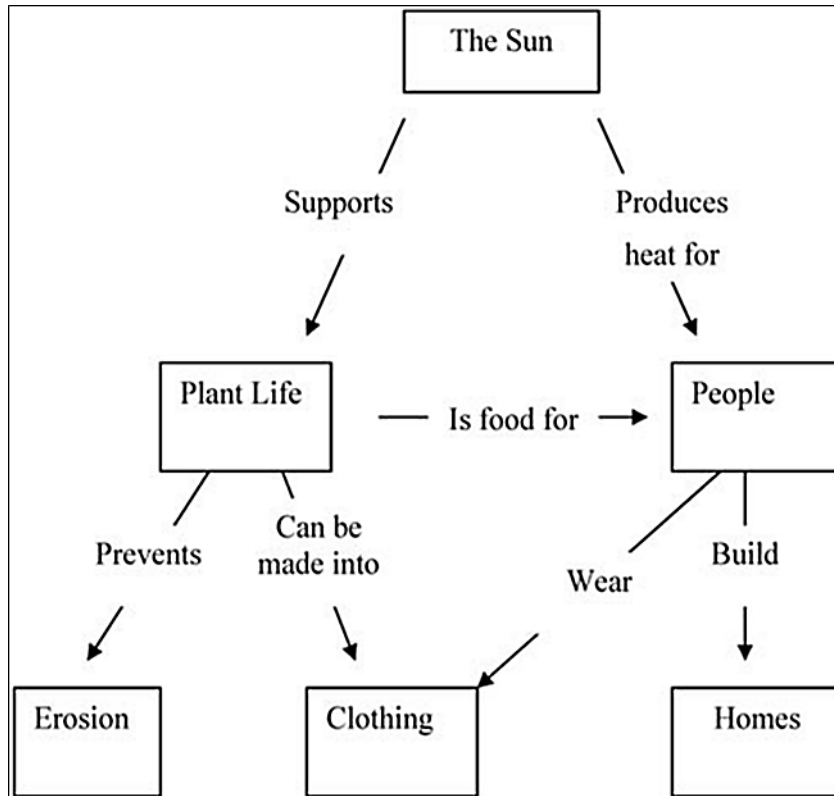


Figure 7: A Simple Concept (Wheelton and Faubert, 2009:70) .

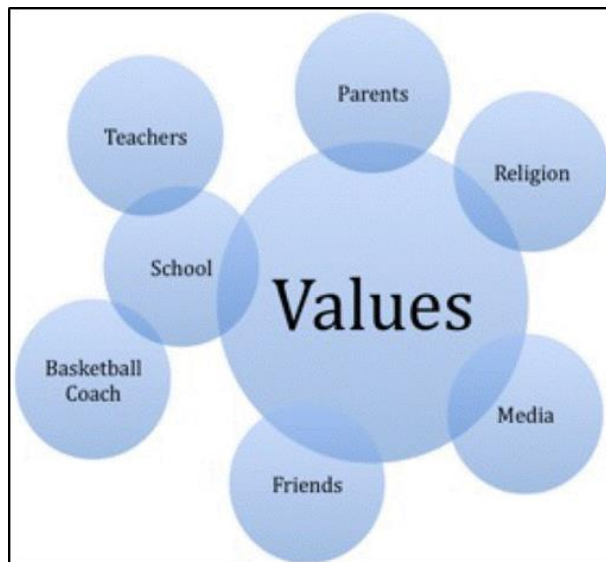


Figure 8: Free Form Concept Map (Wheelton and Faubert, 2009:70).

In figure 2 and 3 present different concept maps the first one contain clear and unique concept, lines ,hierarchical relationship aa well linking words in contrast with the second figure

which is a way much free although it contain useful date and relationship but relies on overlapping circles to denote different kind of nonhierarchical connection.

### 2.2 Origin of Concept Mapping

Back to the 1970 ,concept mapping was first introduced by joseph Novak ‘s research program at Cornell university as a way to assess children’s understanding of since .Concept mapping functions as visual organizers that lead to help in showing relationship between ideas. Concept mapping graphically presents different ideas written in circles or other shapes, within arrows or lines that indicate the relationship between ideas. The linking words or phrases are used to describe the connection between related ideas. (Kenndy and kruchin: 1)

### 2.3 Types of Graphic Organizer

Graphic organization can also be called visual maps, as there is a variety of organization graphic such as concept maps, story map ,semantic map ,timetable, cause and effect map fishbone map ,mind map ,diagnostic tree ,knowledge map, t-chart ,Venn diagram ,story pyramid k-w-l schema, hierarchy, matrix and conceptual network .Concept mapping is considered one of those graphic (Kansizoglu,2017)

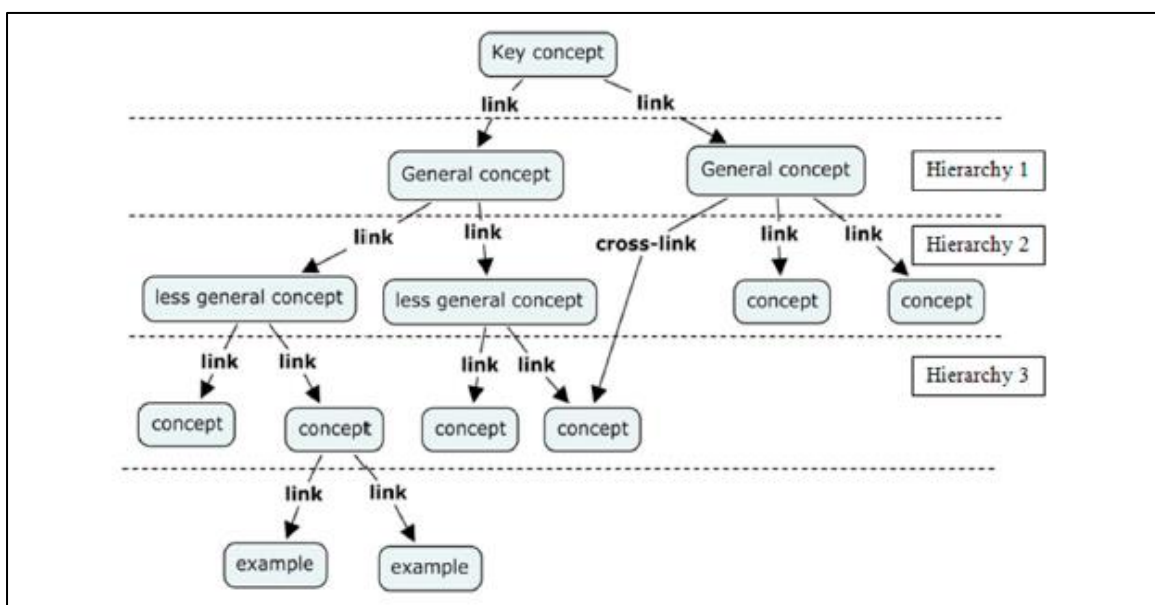


Figure 9: Model of Concept Maps (Asiksoy, 2019:2).

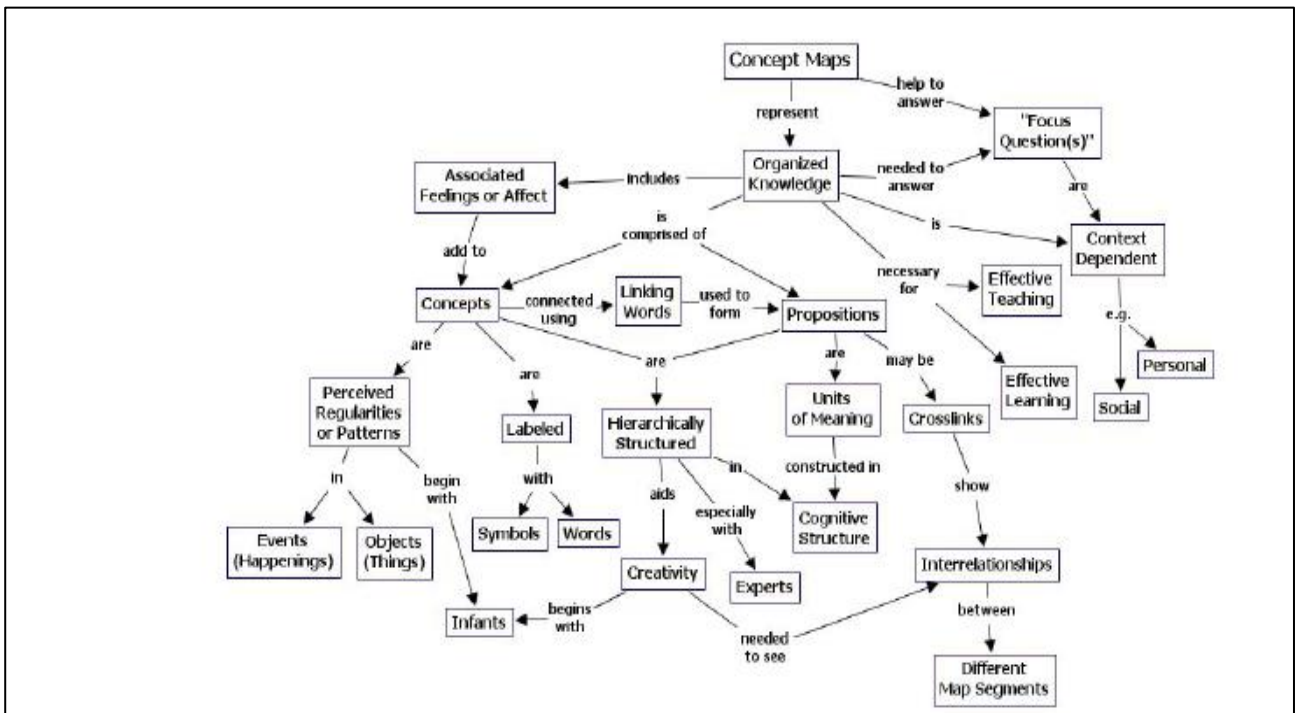
## Chapter Two : Concept Mapping

like to other graphs concept maps started with main concept or idea moving into the smaller ones by using linking words to show relationships among concepts and attached them in hierarchy way.

### 2.4 Features of Concept Mapping

As it was introduced pervasively, concept map is a visual as it is an organizing graphic.

Concept mapping can seem similar to other map method but its characteristics differentiate from others visual graphic in terms of concepts, linking words or phrase, hierarchical, proportion, focus question and cross links. The following figure represents the features of concept maps.



**Figure 10:** A Concept Map Showing Key Features of Concept Map (Novak and Cañas, 2007:30).

#### 2.4.1 Concept

Concept usually comes as an object or even comes in boxes or circles (Novak and Cañas, 2008) defined concept as “concept as a perceived regularity in event or object, or record of event or object, designed by a label “(p.1). The label of concept usually comes in form of word or symbol also its can use more than a word.

### 2.4.2 Proposition

Proposition also called semantic unit or unit of meaning according to Novak and Cañas (2008) "propositions are statement about object or event in the universe, either naturally occurring or constructed "usual proposition contain two or more concept that are attached by linking words or phrase.

### 2.4.3 Hierarchical

Concepts are usually represented in a hierarchical way from the most specific to the less general. The specific are placed in the top and the less general are arranged below, which means that concept maps read from the top to the bottom.

### 2.4.4 Linking words or Phrase

Linking words or phrase usually come in concept maps in the form of verbs, adverbs propositions or phrasal verbs in order to shows the relationship between different concepts that linking words or phrase located in lines (Novak and Cañas, 2007). Example of linking words are leads to, cause, give, used to, need to, is, in, with, contain, include, etc.

### 2.4.5 Cross- links

Cross-links are used to relate concepts in many segments or domains. This helps in showing how concept in one domain is related to another domain in concept map (Novak and Cañas,2007). For instance in the previous figure1 the words " context dependent ""organized knowledge "as well "focus question" are used as cross links .

### 2.4.6 Focus Question

The reason behind the construction of concepts is to answer a question, which is called ad focus question. As it has been mentioned by Novak and Cañas (2007) "a focus question. The concept map may pertain to some situation or event that we are trying to understand through the

organization of knowledge in the form of a concept map, thus providing the context for the concept map.”

### 2.4.7 Parking lot

Parking lot usually refers to the list of concepts in order to add to the concept map (Novak & Cañas, 2008). As stated by Novak and Cañas (2007) “The starting point for the construction of the concept map can be a list of concepts that the teacher wants to make sure all students include in their map”.

## 2.5 Benefits of Concept Mapping

Using such tools as concept mapping by teachers and learners will help to present information and organizing ideas in order to be easily understood by learners as well to help learners to present their ideas in a organized and coherent way. According to Kansizoglu (2017), concept mapping has several benefits as organizing information as well as to help in motivating to study a subject alongside revising it, also its helps in taking notes. Beside Bradley (2021) also mentioned several advantages of concept maps as follows:

- Help visual learners grasp the material.
- Help students see relationship between ideas, concepts.
- Help memory recall.
- Help in clarify and structure ideas.
- Aid in developing higher-level thinking skills (create, analyze, evaluate)
- Help students synthesize and integrate information, ideas and concepts.
- Encourage students to think creatively about the subject.

(Bradley, 2021, NP)

Smith Hall stated advantages of concepts maps as following:

- Learning happens while making the map.



## Chapter Two : Concept Mapping

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- Relationships between concepts become more obvious.
- Visual format of map makes information easier to remember.
- New information can be added so map represents ongoing course material.
- Self-test before an exam by covering parts of map with sticky notes.
- Use as an alternative to a linear outline for writing a paper.

(Hall, ND: 1)

As it has been confirmed by (Javanese Y.yin, M, Tomita and M.A.Ruiz primo.2005:28) “concept maps provide a unique graphical view of how students organize, connect and synthesize information.” Therefore, concept maps has benefit to both teachers as to well to students. It provides learners with a chance to organize their thoughts also visualize relationship between concepts in a more systematic way as well leads students to reflect on their undemanding. To sum up concept maps allows student to understand, organize what they learn, and to store and retrieve information more efficiently.

### **2.6 Concept Maps and Mind Maps**

Concept maps can be seem similar to others graphic for instance as mind maps which is another tool as concept maps in order to organize ideas ,regardless of their differences students are still confused between concept maps and mind maps refeed to both of them as the same tools. Although concept maps and mind maps have a lot in conman the do differ.

#### **2.6.1 Similarities**

Both tools have several characteristics in common, they are both considered as graphic tools to organize and represent information. Also they improve comprehension and improve memorization. Both tools are hericahically structured (Boukobaz,2013) .

## Chapter Two : Concept Mapping

### 2.6.2 Differences

Students struggle to differ between concept maps and mind maps, although the two tools seem similar they differ from each another. Both maps differ in term of detentions mind maps was presented by Tony Buzan in 1970 which is a diagram used to organize information that contain one idea central idea with ideas around it in radical structure. In the other hand , concept maps was presented by Dr.joseph Novak in 1972 concept maps usual present multiple ideas or concepts that are connected by linking words . Concept maps use arrows unlike mind maps use line to connect ideas. (Carpineanu, 2020)

Another difference is in term of function .Concept maps provide on relationship between sub concepts to the main concept ,meanwhile; mind maps provide sub topic of given domain in seamless way. Concept maps differ from mind maps in term of graphic. Concepts maps comes in the form of circles or boxes that connect by arrows unlike mind maps which the central topic comes in bubble or circles and branches above the main topic. (Tuna and Thuan, 2011). Table 1 shows some differences between concept maps and mind maps.

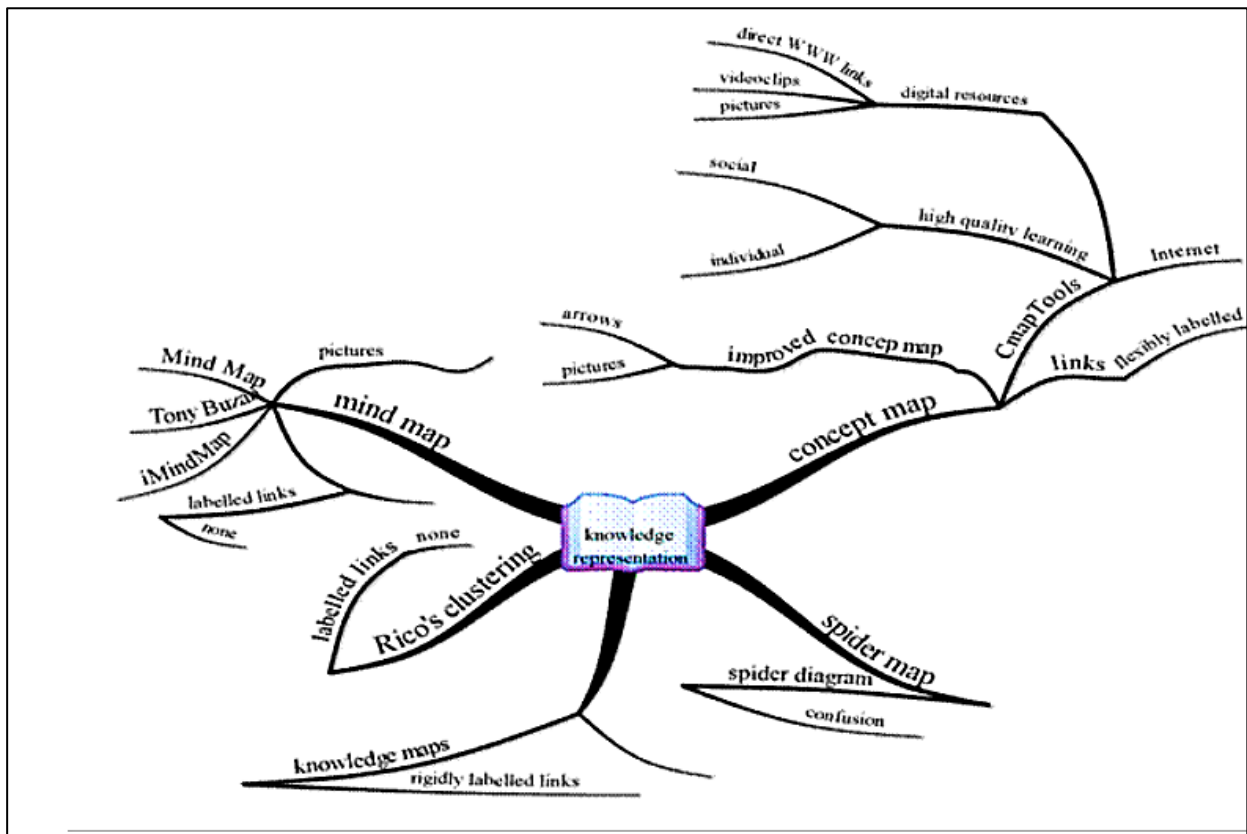
	Concept maps	Mind maps
Reading direction	Top down	Center out
Employed graphic elements	Use boxes and bubbles with text and labelled connect or arrows	Use center topic bubbled colored sub branches with text above branches
Typical application context	Classroom teaching self-study and revision	Personal take noting and reviewing
Macro structure adaptability	Flexible but always branch out	Somewhat flexible but always radial
Extensibility	Limited	Open
Understandability by others	High	Low

**Table 2:** The different between concept maps and mind maps (Tuan and Thuan, 2011:13).

## Chapter Two : Concept Mapping

As presented in the table that concept maps differ from mind maps in many aspect begin with the shape moving to the reading direction whereas in concept maps start reading it from the top to the down while mind maps state reading it from center and branch out. Usually concept maps are higher understood by others then mind maps.

The following 6 and 7 figures present the same concept in different maps in figure 6 shows mind maps and figure 7 concept map.



**Figure 11:** A mind map by using the same concept in the flowing concept map(Ahlberg, 2013:20).

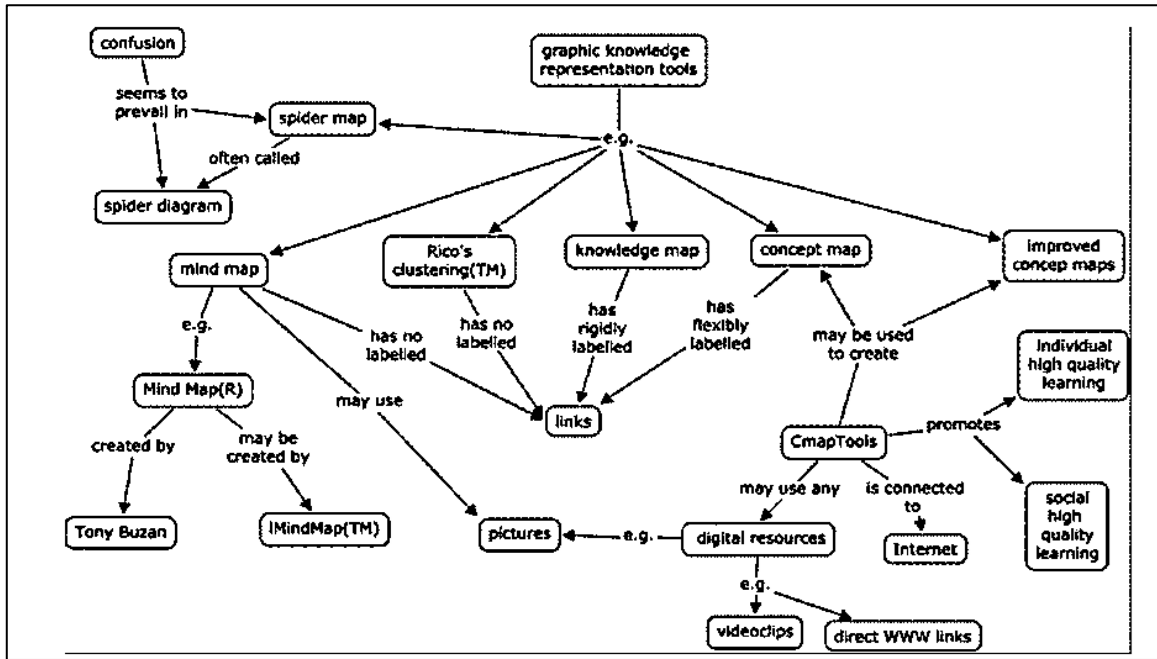


Figure 12: concept map using same concept in the previous mind map (Ahlberg, 2013:20).

## 2.7 Concept Mapping and Development Language Skills

Using concept mapping as a strategy in language teaching and learning development shows the effectiveness and improvement in many field of language skills as writing, reading, and speaking especially for EFL learners who use this strategy to develop their language skills.

### 2.7.1 Concept Mapping and Reading Comprehension

It is widely proved that concept mapping has an effect in fostering student reading comprehension especially for student with poor comprehension. Concept mapping helps in facilitating reading comprehension not only in pre reading stage, but also in the whole reading process. Tuna and Thuan (2011) show that concept mapping helps in activating prior background knowledge and prepare learners concept and words for the task in advance it gives concise summary of the content .For instance, Dyer’s study in 1985 found out that students who used concept mapping in reading stories scored higher on comprehension tests than students who do not use it. Another study by Chiang and Guo 1997” found out that students with middle and lower proficiency benefited more from concept mapping strategy in terms of organizing information and promoting

comprehension.” .Another study was conducted by Le Thai Hung in Vietnam 2007” in reading class at An Giang University, the experiment with two classes of second -year students showed that student learning with concept maps could better comprehend texts, and consequently were better test performers.” (Cited in Tuan and Thuna 2011:141, 142)

### **2.7.2 Concept Mapping and Writing Skill**

Concept mapping has been used in many fields as it has been noticed that it helps in developing students language abilities because it is considered as a tool for organizing and presenting ideas due to features of concept maps hierarchical structure which makes a piece of writing appear cohesive and organized and ordered logically, especially for students who lack clarity. Thus, according to Kennedy and Kruchin, p.2-3. Concept maps can be useful for learners to achieve a piece of writing which is well coherent and cohesive. As they stated that “concept maps were used to help student understand essay structure, to understand test structure, and to organize their own ideas before writing their essays. One way of making student aware of cohesion and coherence is by analysing model of test.” Another research done by Wan - Mohamed & Omar (2008) it found out that since

“concept mapping is a technique for visualizing the relationships or connections among different concept... concept maps can be a tool to facilitate student in writing assignment ...by constructing concept map prior to actually writing their assignments because it helps them in generating ideas, able to relate the ideas or contents to each other, and also as a visual representation of what is going to be written. It helps students to focus on their topic and helps sequencing the flow of writing. It also acts as a planning and organizing tool for writing. Student of all ages would benefit using concept maps as it is easy to use. Concept map should be taught to all students as it helps students to construct their own understanding.”

### **2.7.3 Concept Mapping and Speaking**

According to Tuan and Thuna (2011) concept mapping can be used as tool for improving communication. It helps learners to contribute their thought on a given topic in order to build understanding in sharing knowledge. Since concept maps provide the context with extending and encouraging students to interact, they become beneficial in language learning. When learners are discussion concepts or topics they are eventually engaged in communication process of exchanging thought, checking comprehension, negotiating and clarifying meaning, reasoning publicly in a social setting. This makes the process useful for the learners, to reflection and revision .Therefore, it leads to the development of their conceptual understanding and meaningful learning.

“Many teachers who used concept mapping within the context of cooperative groups of learners recognize that their students viewed it as an ideal tool to stimulate creativity, enhance interactiveness, and create fun (Castellino & Schuster, 2002; Daley et al., 1999; Wheeler & Collins, 2003) because it makes students less anxious, embarrassed and insecure, highly motivated and hence promotes greater achievement in their study (Beitz, 1998). The more diversity and authenticity of the classroom discourse, the more increase in motivation and the acquisition of the target language.” (Cited in Tuan and Thuna, 2011:142)

## **2.8 Potential of the Implementation of Concept Mapping in Education**

The use of concept mapping in education will eventually improve teaching as it has been introduced earlier as a tool to facilitate student’s language developing in writing, reading and oral presentation. Moreover, it is variously used in education tasks for example, plan a curriculum and teaching materials.

### **2.8.1 Concepts Mapping and Curriculum Planning**

In the process of curriculum planning concept maps can be massively useful in designing the course syllabi or the entire curriculum, since the hierarchical organization of concept maps

## Chapter Two : Concept Mapping

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which is presented in a sequence of instructional material. As mentioned by Novak and Cañas (2008) curriculum planning is essential to construct a global “macro map” in presenting the major ideas planned for the whole course or the curriculum. More specifically “micro maps” in order to show the knowledge structure for specific partition of the instructional program.

### **2.8.2 Concept Mapping and Teaching**

Concept maps can be also used in classroom activities by teachers in various ways, as it has been mentioned by Ben hall (2017)

#### **2.8.2.1 Use as an in-class pre-assessment**

Prior to discussing a topic, ask students to create a concept map. Then, as you discuss the information, they can add to or modify their map to reflect their understanding about the topic.

#### **2.8.2.2 Do as a small group activity**

Give your students a problem, case study, or question about a key concept. Divide them into small groups of 4-5 students. Have each group create a concept map as they analyze and synthesize previously learned information into this new scenario. Have the groups present their conclusions.

#### **2.8.2.3 Do as a whole class activity**

As a class, create, a concept map and use it as a springboard to discuss relationships among the concepts and ideas listed in the map.

#### **2.8.2.4 Fill in the blanks**

Before class, create a concept map of the material you want to cover in class. Then, remove some of the concepts and labels. Show the partially completed map to the class and have them fill in the blank spots and label the relationships.

#### **2.8.2.5 Organize your research**

Use a concept map to build and organize your ideas, layer details, and find connections and relationships that might never have occurred to you before.

(Hall, 2017, NP)

### 2.8.3 Concept Mapping and Evaluation

Concept maps seem to be a valuable tool for assessing student knowledge. Thus one aspect that is challenging in assessment is finding the suitable method in order to assess each student's comprehension. Students by their nature differ in seeing and interpreting things. Different people would construct different concept maps even if they answer the same question. Since human minds are highly different, the concept maps' features tend to be unique for each student to interpret things. A concept map is a diagram that represents a large number of concepts joined by directional lines and cross-links organized in hierarchical levels that move from general to specific concepts. Which leads teachers to assess how students see the big picture or their interpretation, and to illustrate students' knowledge. (Vodovozov and Raud 2015).

“When concept maps are used in instruction, they can also be used for evaluation.” (Novak & Cañas, 2008:27). This shows that concept maps can be a useful tool for teachers to assess students (Novak & Cañas, 2008).

### 2.9 Construction of Concepts Mapping

The procedure for constructing a successful concept map learners ought to follow certain steps as it has been mentioned by Novak and Cañas (2008). Therefore, to construct a concept map it is important to start with identifying the domain of knowledge which is familiar to the person who constructs the map, which will be mapped usually it is the topic of a given lesson. In order to construct the map. Also it is important to define the focus question or the problem of this domain. For example, the concept map addressing a focus question is “what is a plant” as it is presented in figure 8 as in the above figures 6 shows the focus question and a parking lot. Once the domain has been defined the following step is identifying the main concept for the domain which they can be listed and ranked after that the established begins from the most general concept to the most specific ones, to the most inclusive concept. This step is a crucial one since it helps in the process of maps construction. Usually the list of concepts is referred to as a parking lot, those concepts will move



## Chapter Two : Concept Mapping

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into concept map as well determine where the fit in. Some of concept may remain as parking lot as the map is completed when the mapper maker sees no good connection with other concept in the map.

Now after the main concept is ready no move to construct the preliminary concept map starting with the main concept or topic and extending to the supporting details. Engage the use of cross-links which they work as links between different domains of knowledge which help in illustrating the relation of one domain to another. Finally, the map should be revised in order to make it appear clearer and well structured. It is important to mention that there is no final map due to the fact that other concept can be added. Nevertheless after the preliminary concept is constructed it is important to re revised. Thus successful maps result from many revisions.

### **Conclusion**

In this chapter presented concept mapping in many terms as shows earlier concept mapping can be used in teaching and learning process. The spotlight of this section was on the important of concept mapping as strategy in learning, moreover; this chapter represent the features of concept mapping as well steps to construct a good concept maps, nevertheless; this section, include the potentiation of applying concept mapping and field of using it, in addition; the effectives role of concept mapping in improving students writing performance. In this chapter provide evidence related to the importance of concept mapping strategy on students' writing skill. The next pointe of emphasis will be in the theoretical part including the methodology and analysis.

# Chapter III

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## Fieldwork & Data analysis

## **Chapter Three: Fieldwork and Data Analysis**

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### **Introduction**

The last two chapters presented an overview about the importance of coherence and organization in writing and concept mapping as strategy to archive a piece of writing with well coherent and organized ideas. For this purpose, this chapter focuses on the methodology designed for data collection and analysis. Moreover, qualitative descriptive has been adopted for this study; therefore, data gathered with help of students and teachers questionnaire as a research tool were administered. Students' questionnaire was designed to explore how Master one students perceive concept mapping. Therefore, the objective of teacher's questionnaire to determine the effectiveness of concept mapping. The aim of those research tools is to verify the hypotheses, which has been mentioned in the beginning of the study.

### **3.1 The Research Design**

The data were collected and analysed according to the qualitative descriptive method, thus EFL teachers and students at Mahomed Kheider University of Biskra were selected to respond to the research instruments addressed to them. Six (06) teachers of written expression and forty-two (42) student from the English department.

### **3.2 The Students' Questionnaire**

#### **3.2.1 The Population**

The population Master One students at Biskra University English department.

#### **3.2.2 The Sample**

The questionnaire was formed in online platform for 42 students of first year Master at Biskra University English department.

### **3.2.3 The Description of the Questionnaire**

The online platform that was used in this survey is “[www.google.com/forms/](http://www.google.com/forms/)”, which is accessible website that is trusted and widely used in addition, provides functional online service for gathering data.

The questionnaire is published online on 8<sup>th</sup>, May, 2021 and lasted for three weeks to obtain the required number of answers, ending on the second of June, 2021. It was designed through the combination of the input discussed in the theoretical chapters. A seventeen-item questionnaire were developed to explore the major aspects being investigated. The questionnaire consists of mixed of closed -ended, open-ended questions and multiple choice. In order to explore the student by tick his/her option (s) in the closed- ended questions while in open-ended questions; the student should explain why he/she prefer one option than the other.

The seventeen items categorized in three sections:

#### **3.2.3.1 Section One: General Information**

This section helps us to obtain personal information about students about gender (Q1) and reason for which they applied for Master studies (Q2).

#### **3.2.3.2 Section Two: Students’ Attitudes toward Writing**

This section consist of (11) question that aims to figure the student’s perspective towards writing skill. These questions was designed to determine how they consider the importance of writing skill ,their level and what kind of difficulties are facing in producing a piece of writing.

#### **3.2.3.3 Section Three: Students’ Attitudes toward Concept Mapping**

This section aims to figure out whether they are familiar with the concept mapping, how they consider applying it and finally whether they are willing to using it presented by (4) questions.

### 3.3 Validation and Pilot of the Questionnaire

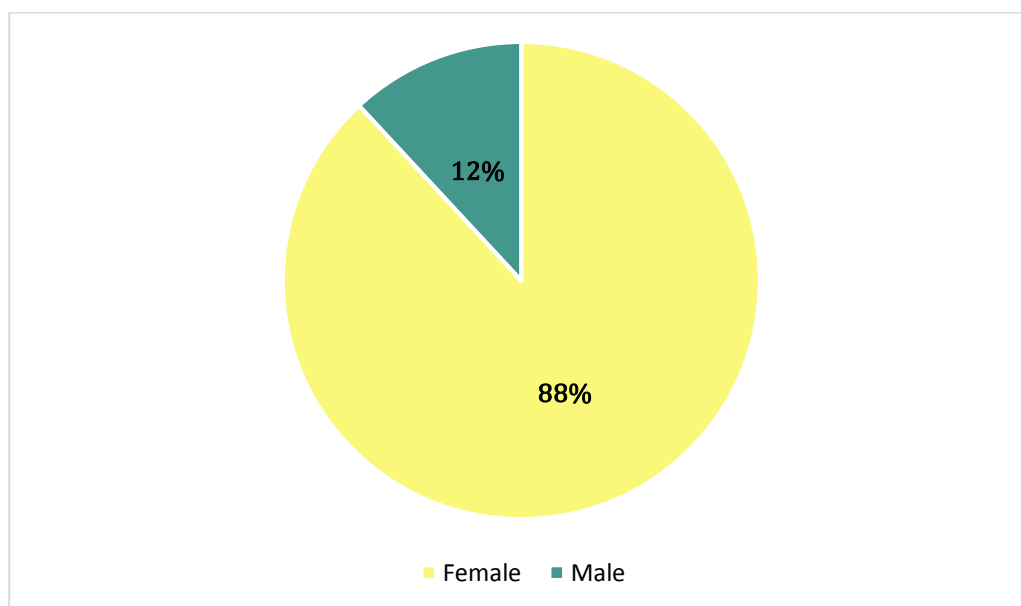
The piloting considered as an important stage in process of research it is tool that helps in clear the ambiguity parts .Therefore, before it was administering the questionnaires to the sample, it was first validated by supervisor who recommends some changes to makes .Then it was piloted by some teachers and students from the target population .

### 3.4 Analysis of the Students' Questionnaire

#### 3.4.1 Section One: General Information

The concern from this section is to have general information about students' gender and the reason that makes them apply for a Master degree.

**Question One** : Your gender:



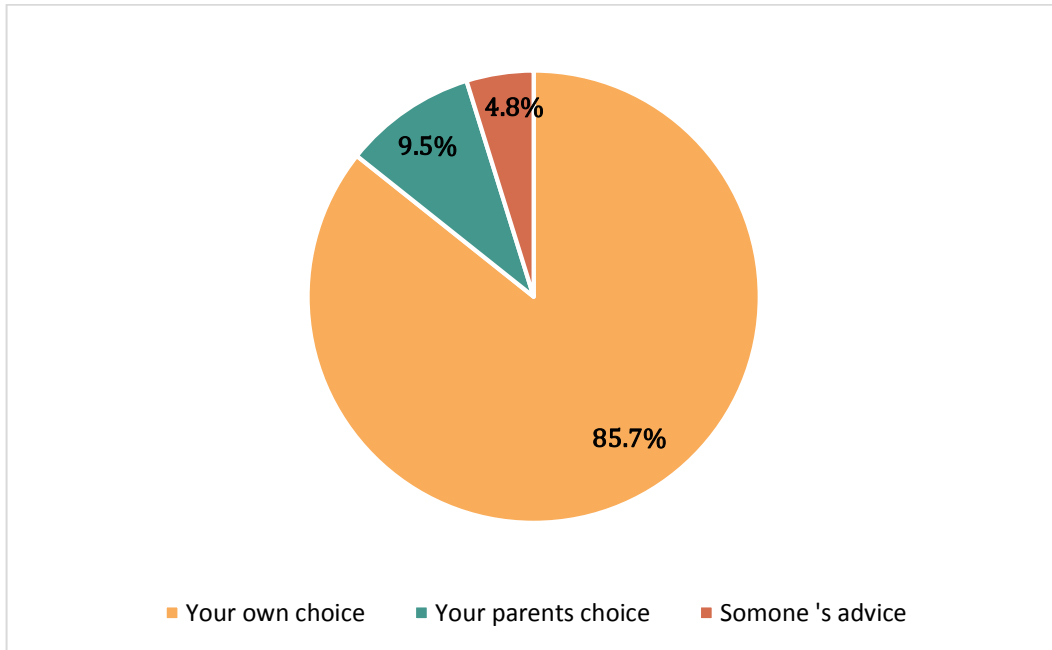
**Figure 13:** Student's gender

This question meant to determine the participants' dominant gender in Master degree.

The above result show that majority of participants are female with a rating of 37 out of the population presenting a percentage of 88% , while 5 were male 12% . The obtained data shows female are more than male due to the fact, female are more interest in learning foreign language than male.

**Question two :** Applying for the master was:

- a) Your own choice
- b) Your parents 'choice
- c) Someone's advice



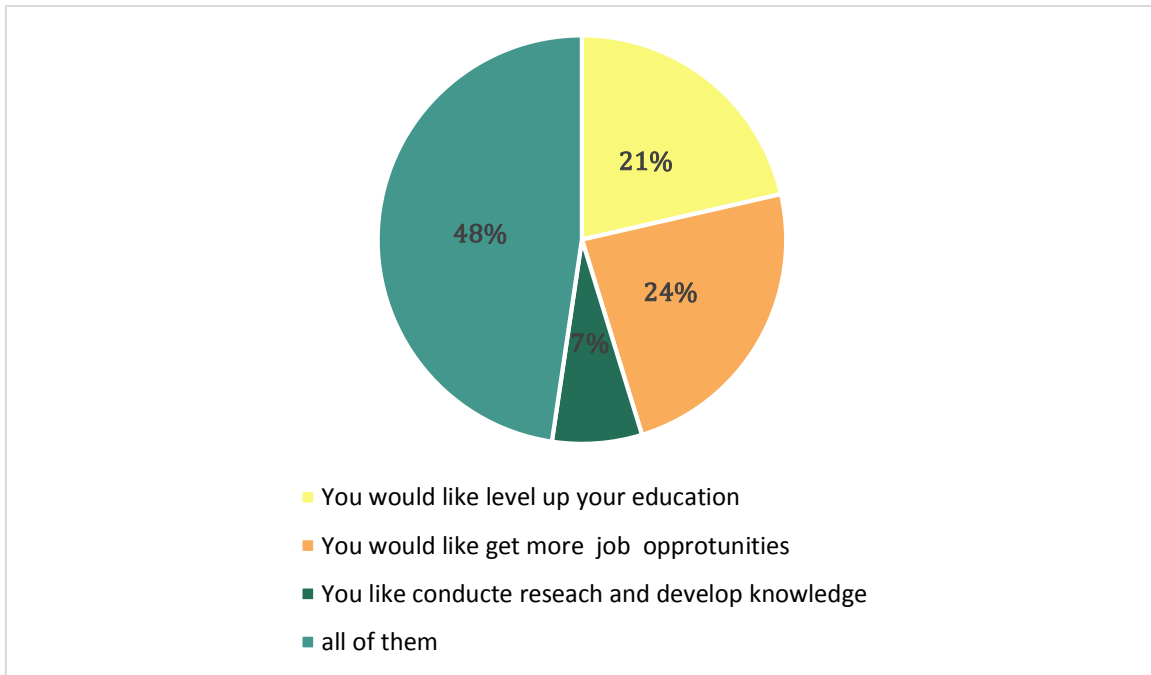
**Figure 14:** Applying for Master

The current question sought to consider students choice to applying for a Master degree. The findings reveals that a great majority of students 36 one applied for a Master degree was their own choice 85,7% while the 4 of 42 was their parents' choice and 9,5% and only two according to someone's else advices 4,8 %. Students' choice to apply for a Master degree based on many reasons such as level up their education as well to extend their knowledge.

If it was your choice, was it because

- a) You would like level up your education
- b) You would like to get more job opportunities
- c) You would like to conduct research and develop your knowledge
- d) All of them

Others if there are any



**Figure 15:** Reasons behind Applying for a Master degree

The result shows that 48% of students chose all of them while 21% chose master to level up their education meanwhile, 24 % chose it because they want to get more job opportunities and only 7 % chose it to conduct research and develop knowledge. According to the obtained result that students has reason to apply for a Master degree for instance; they want to get more job opportunities as well to have chance in order to conduct research work and extend their knowledge.

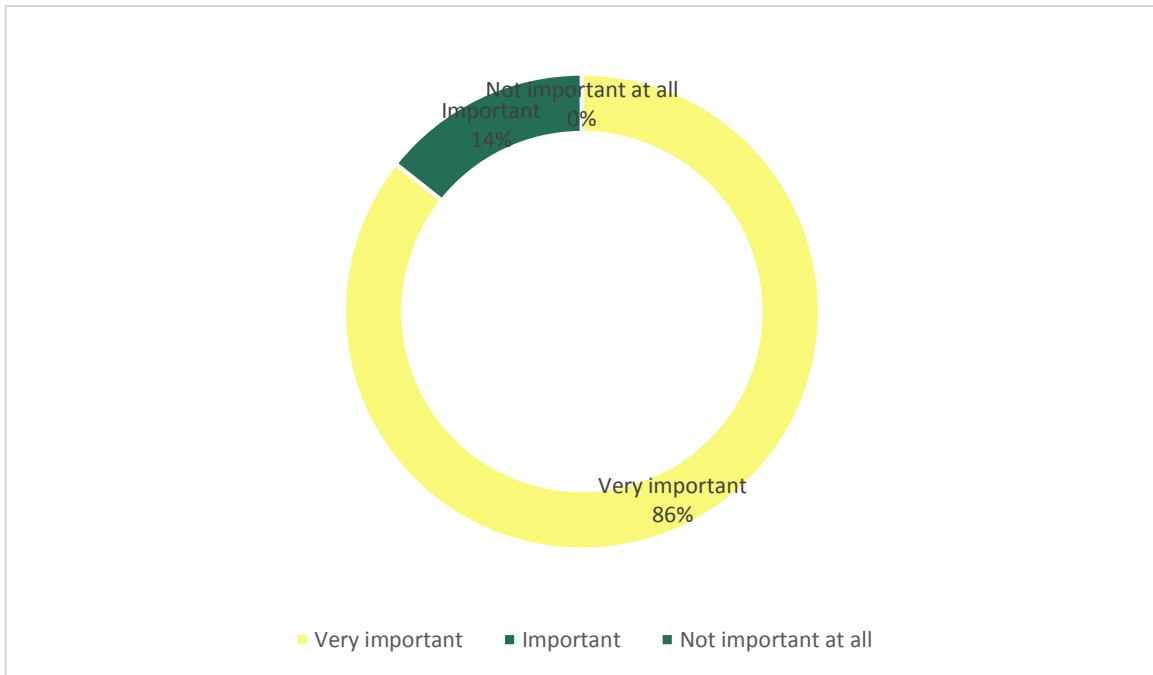
### 3.4.2 Section two: Students' Attitudes toward Writing

We intend through the questions of this section to find out students' attitudes toward writing. These questions will help us understand why students find writing as a very difficult task to be mastered and what kind of difficulties they face.

**Question Three :** How do you consider writing skill?

- a) Very important
- b) Important
- c) Not important at all





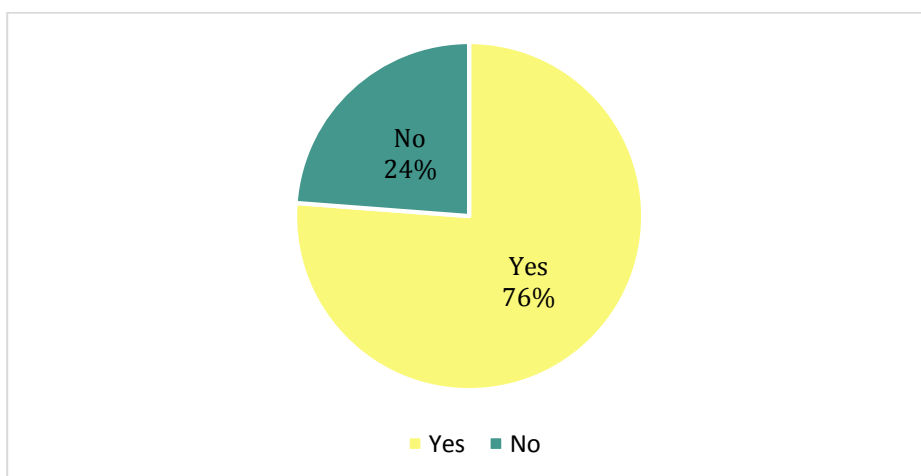
**Figure 16:** Students Opinions about the Importance of Writing Skill

This question reveals that 86% of students consider writing skill as very important, while 14% of students consider it important. In addition, none of the students chose 0% not important at all.

A majority of students considers writing very important or important based on that writing is involved in many subjects of their studies, which leads writing to have a significant role.

**Question four** : Are you interested in writing?

- A. Yes
- B. No

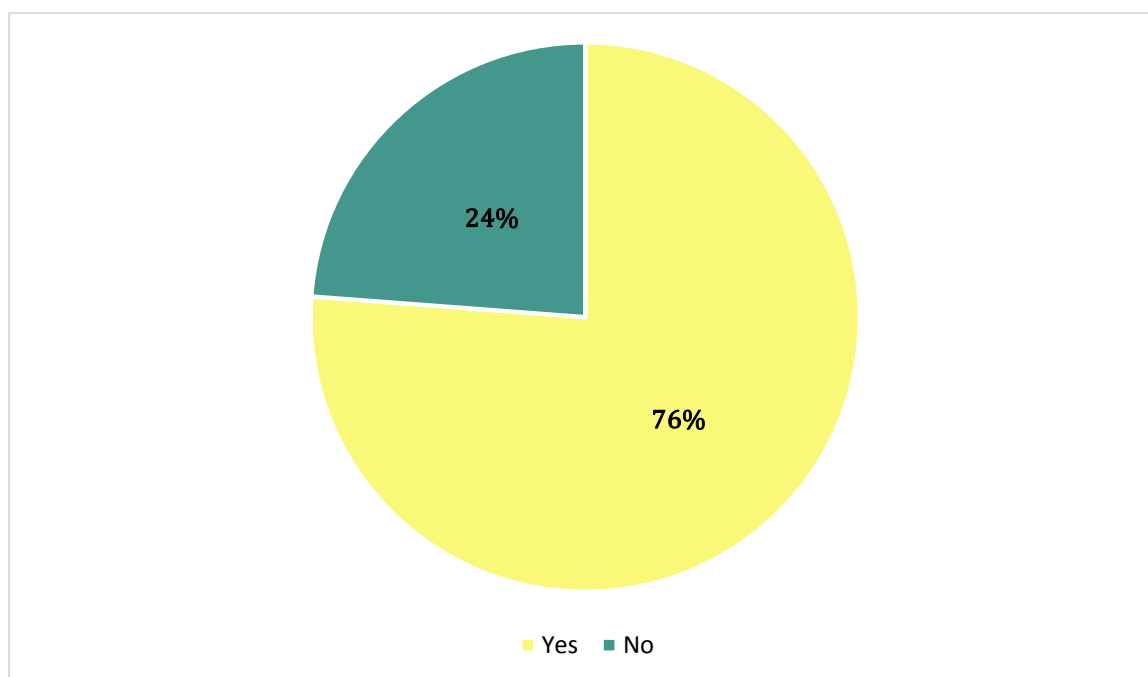


**Figure 17:** Students 'Interest in Writing Skill

This question aims to explore the interest of students in writing as shows that (32 out of 42) 76 % of students are interested in writing, while (10 out of 42) 24 % are not interested. A majority of students shows a great interest in writing because of its importance in their studies as they declared that writing is for needed especial for foreign language learners as it help them to express themselves as well to gain knowledge .

**Question five:** Do you think the writing session helps you improve your writing?

- A. Yes
- B. No

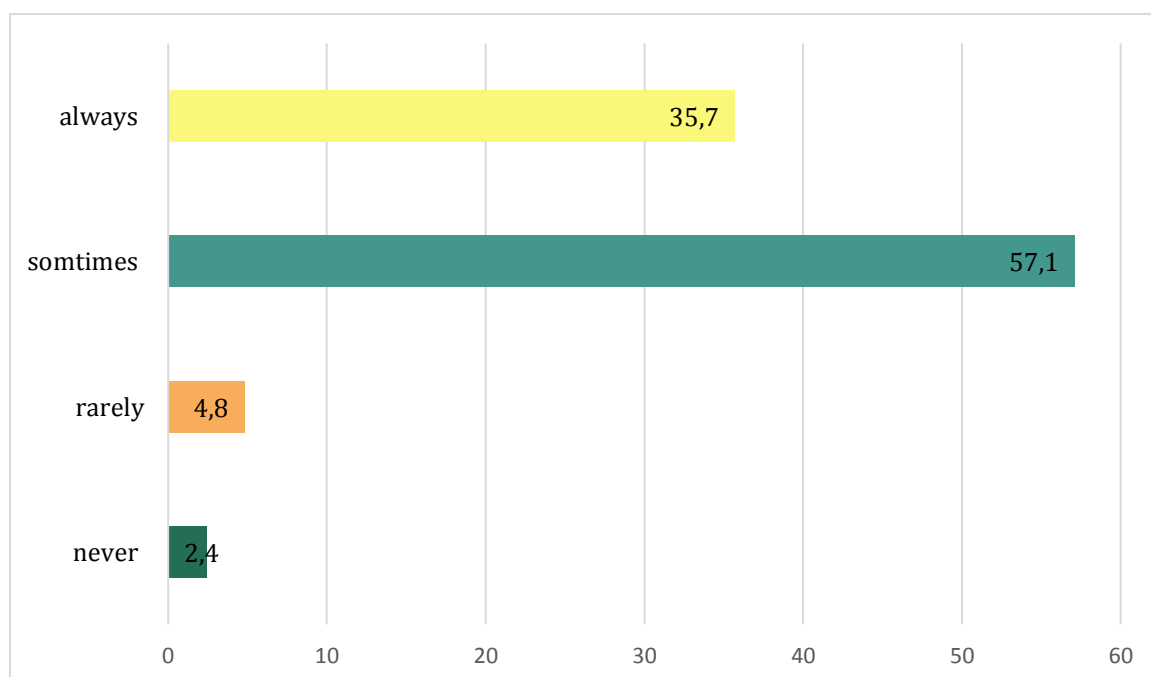


**Figure 18:** Writing Session Helps Students to Improve Their Writing

Based on the obtained result that shows 76% of students said yes while 24% said no it did not improve their writing. Students declared that writing session did help them to improve their writing since they get chance to know more about writing rules as well to correct their mistakes with teachers. In other hand, some students declared the opposite since they do not have chance to practice more.

**Question six :**How often your teacher ask you to write?

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



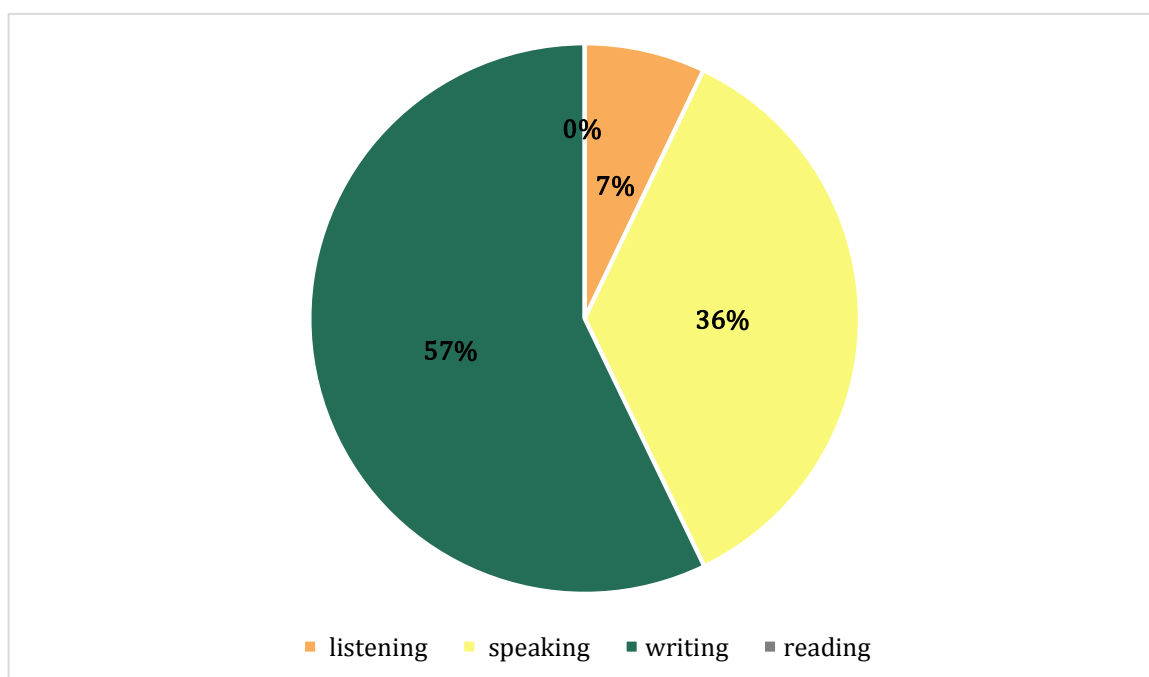
**Figure 19:** The Frequency of Students 'Writing

The aim behind this question is to see how often learners are asked to write .As result shown that 35,7% of students claimed that they are always asked to write and 57,1% of students claimed that thy are sometimes asked to write while 4, 8 % assume that they rarely write and 2, 4 % stated never. As the result, reveals that students was asked to write since writing module demand a lot of practice in order to be mastered that why teachers attend to asked students to write more frequent.

**Question seven :** Which skill do you find the most difficult?

- A. Listening
- B. Speaking
- C. Writing

D. Reading

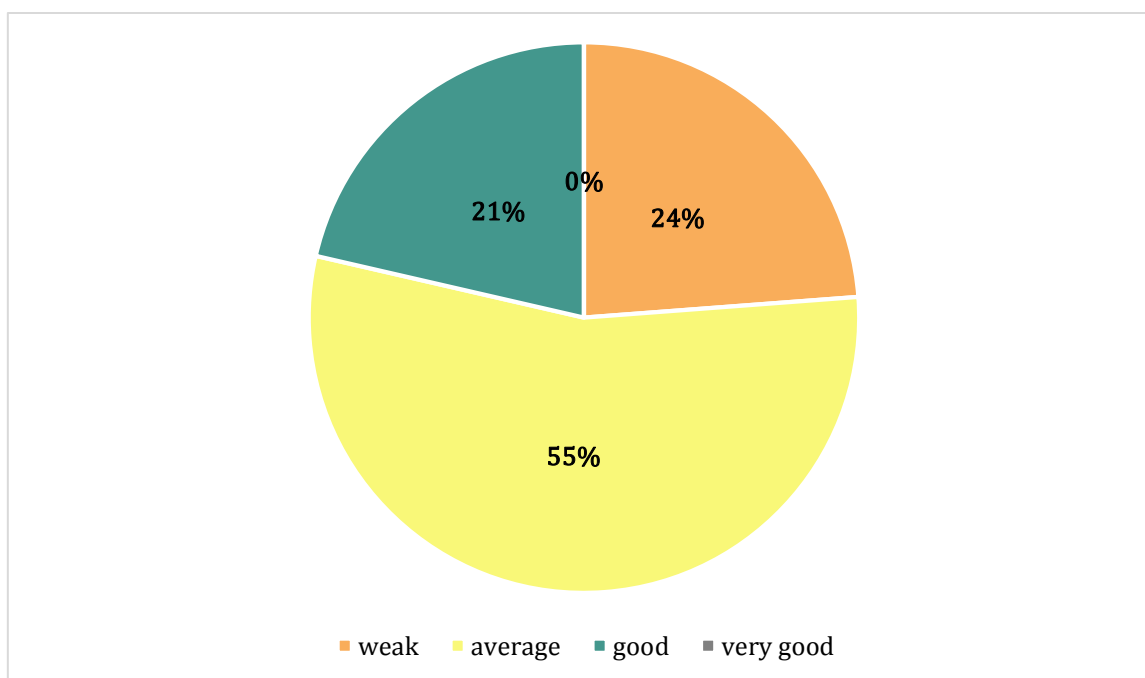


**Figure 20:** Skills ‘Difficulty

This question is devoted to find out the most difficult skill to learn. Graphically, the majority of students claimed that writing and speaking were the most challenging, however there difference in the of respondents 57% of students found the writing skill difficult whereas, 36 % consider speaking as a difficult skill and only 7% claimed that listening is difficult skill In other hand, none who chose listening 0% .From the obtained data deduces that writing is difficult skill to students since it demands a lot of time and effort in order to learn.

**Question Eight** : How do you consider your writing abilities?

- A. Weak
- B. Average
- C. Good
- D. Very good



**Figure 21:** Students' Level in Writing

In this question, students are expected to evaluate their level in writing from weak to very good the graph indicate that 24 % of students describe their level as weak in writing and 55% of them have an average level, while 22 %perceive themselves as good in writing. In addition, 0 % for very good. Based on the obtained data it is clear that students level between weak and average since they declared that they face many abstracts such as committing mistake, lack of practice and inability to express what they want to say exactly, that hinder them to level their performance in writing.

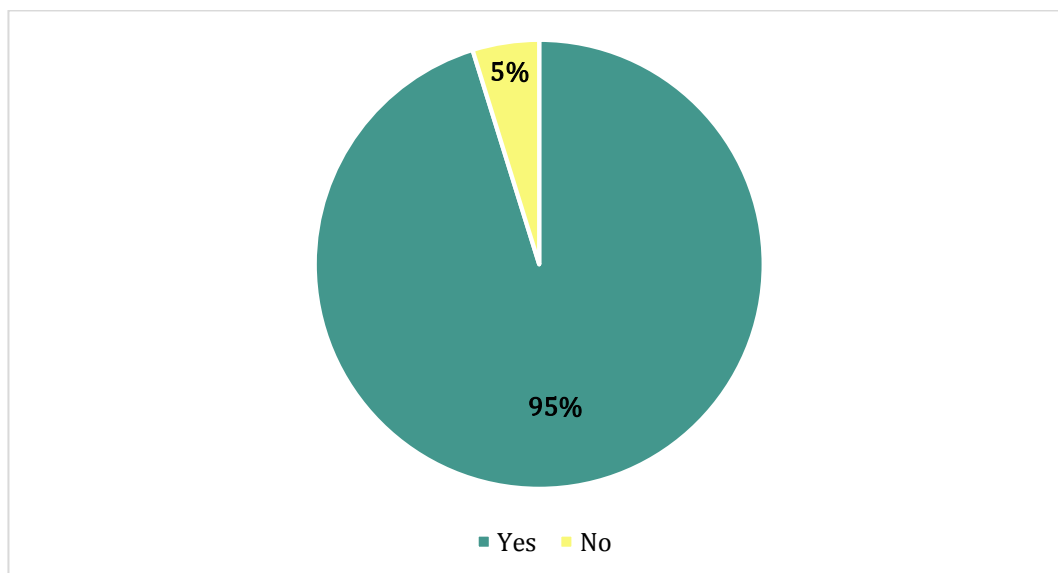
**Question Nine :** Do you face difficulties in writing?

- A. Yes
- B. No

If yes, because of:

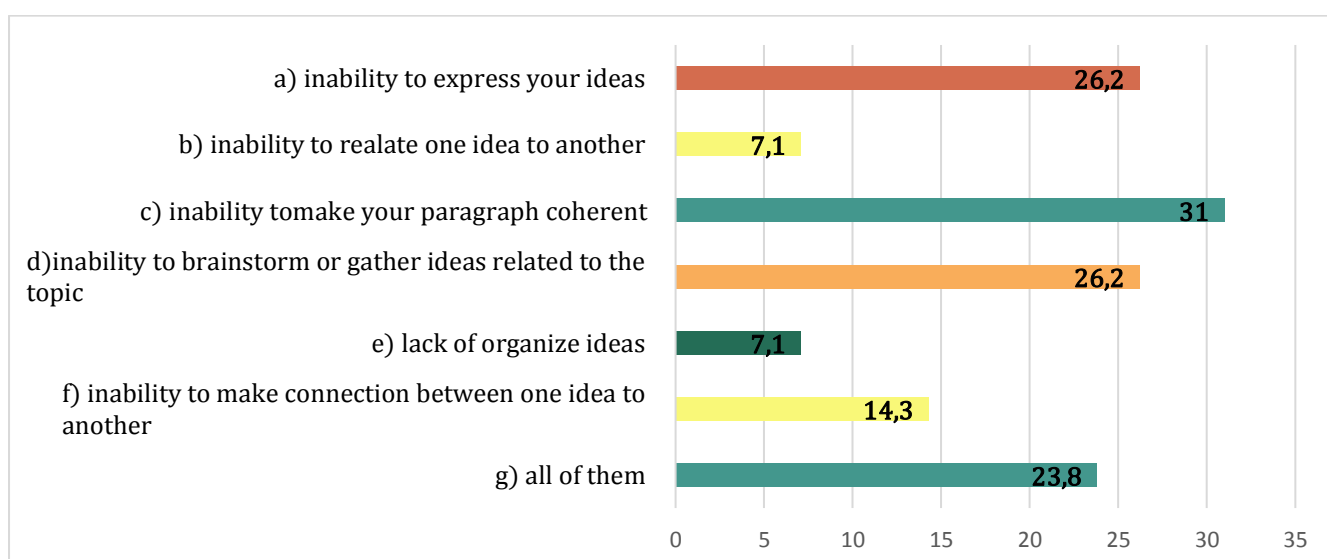
- A) Inability to express your ideas
- B) Inability to relate one idea to another
- C) Inability to make your paragraph coherent

- D) Inability to brainstorm or gather ideas related to the topic
- E) Lack of organize ideas
- F) Inability to make connection between one ideas to another
- G) All of them



**Figure 22:** Difficulties in Writing

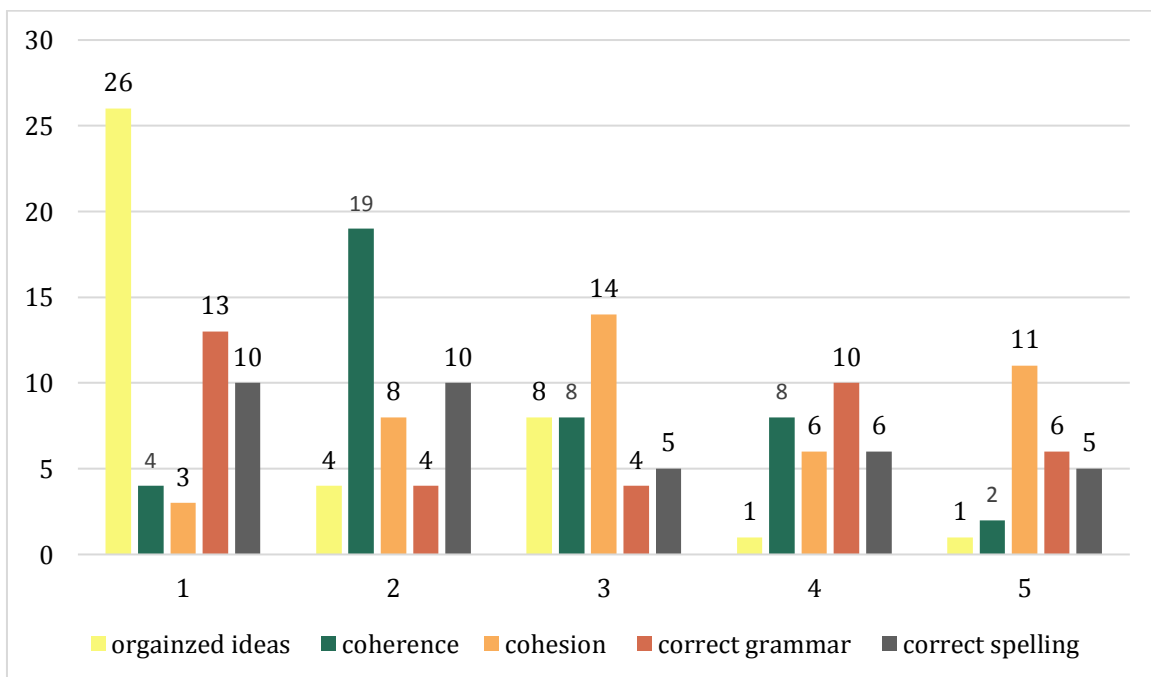
As it is shown the majority of student are facing difficulties in writing presenting 95% of the population while 5% student are not. We deduces that these difficulties are due many reasons like grammar mistake, coherence and cohesions, in addition to lack of organization.



**Figure 23:** Types of Writing Skill Difficulties

Later in this question, students who confirmed they have difficulties in writing were asked to identify those problems, in answering this question participants could tick more than one option; consequently, the result shows that 30 % of the students are facing problem in writing, which is the inability to make coherent paragraph, while 26.2% pointed out they cannot express their ideas. Moreover, 26.2% cannot gather information while 14,3% of student find difficulties in maintaining connection between ideas; meanwhile 7,1% of them lack of organization ,while 7,1% of students inability to relate ideas. Finally, 24,4% of students claimed that they find difficulties in all of them.

**Question Ten :** Classifying the following items according to their importance:

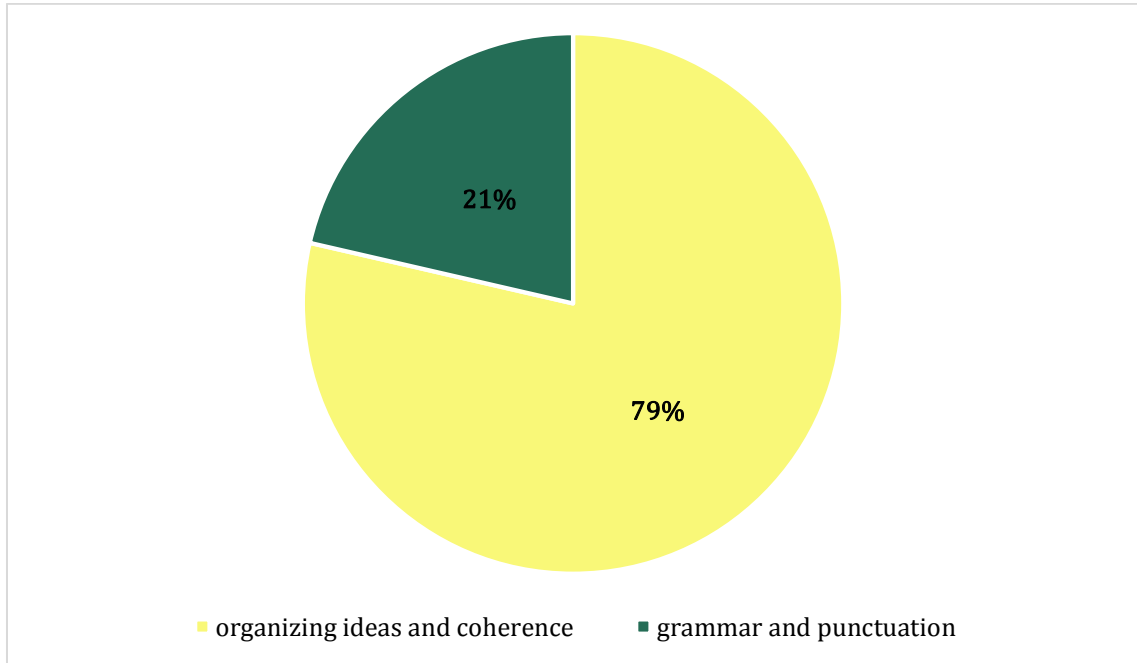


**Figure 24:** Priorities Given to Items

Students' classified items depending on their importance as follows: organized ideas 26 % and coherence 19 % cohesion 14% then correct grammar 10 %and finally correct spelling 5%.We can deduces that students gives more priority to organized ideas and coherence since those aspect makes paragraph appears well structured.

**Question Eleven:** What do you emphasise the most in your writing?

- a) Organizing ideas and coherent
- a) Grammar and punctuation



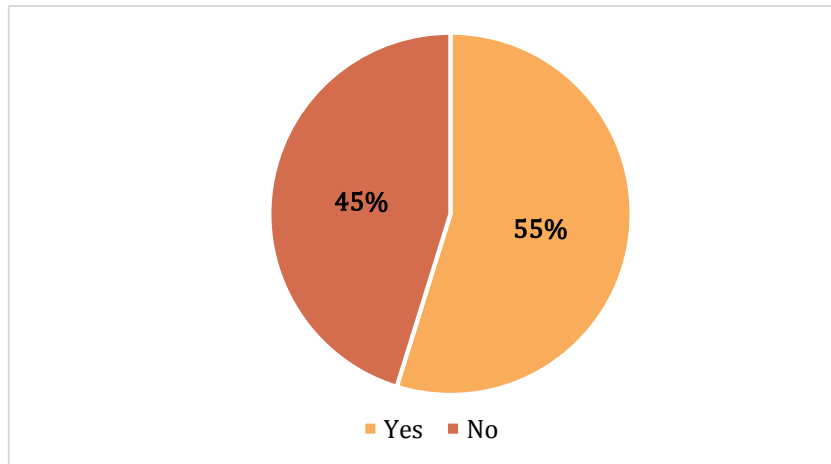
**Figure 25:** The Emphasis on Writing

This question intend to reveal to which aspect that students emphasize the most in writing. The result have shown highest proportion 79 % of opted for the option “organizing ideas and coherence”, while 21 % of students emphasize in grammar and punctuation. Since organizing ideas and coherence, makes their writing appears well structured and flow logically.

**Question Twelve :** Before you start writing, do you use any strategy?

- a) Yes
- b) No

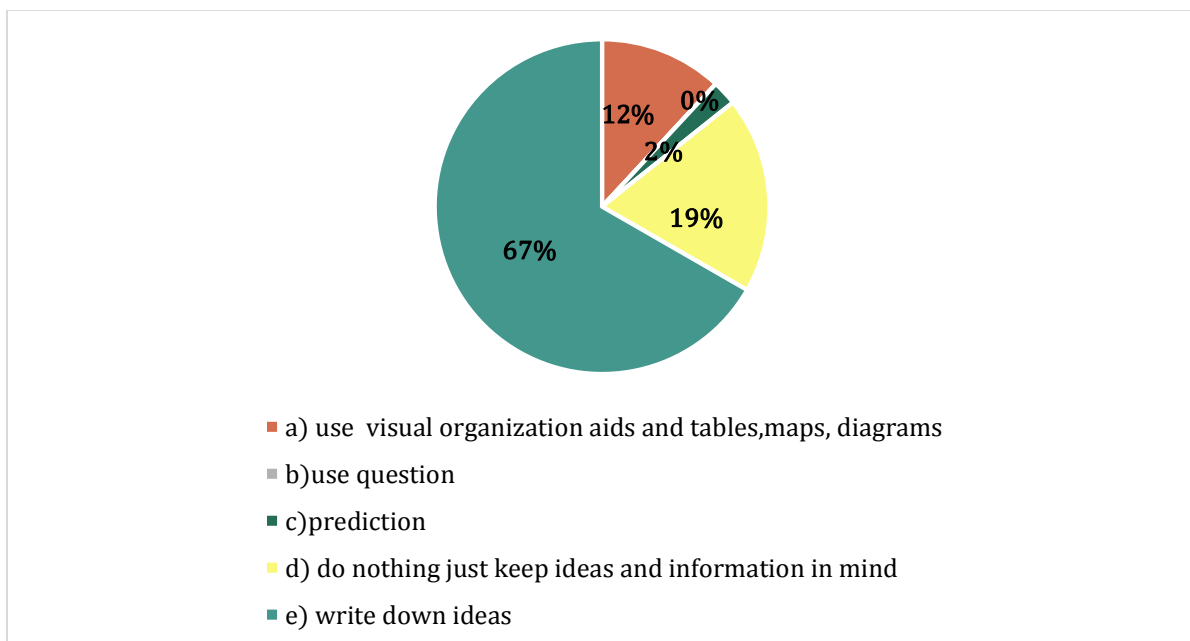




**Figure 26:** The Strategy Use

This question was meant to see if students attend to use any strategy .The result have shown that 55 % of students affirms that they use strategy; meanwhile 45 % of theme said they do not use any strategy before writing. We deduces that students attend to use strategies since it helps them in improve their writing.

**Question Thirteen:** While you are writing, what do you use to make your writing organized?



**Figure 27:** Students' While -Writing Organized

When we asked what they use in order to make their writing organized 67% of students they just write down and 19 % keep ideas and information in their minds while 12 % use visual

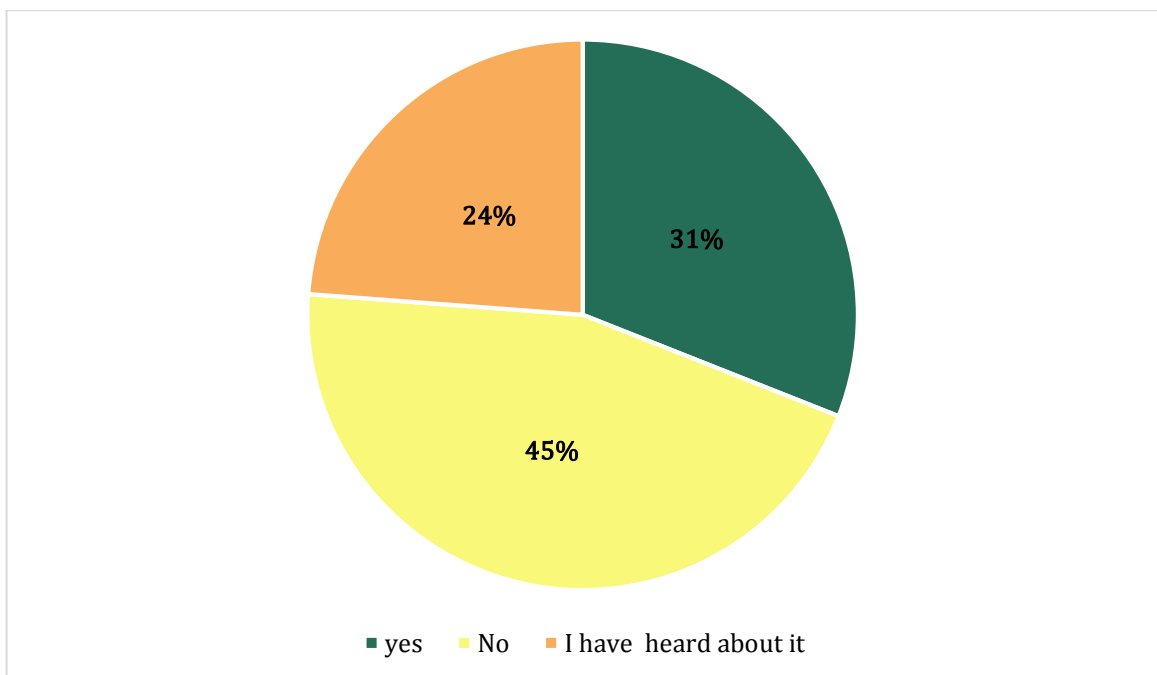
organization aids and 2% use prediction. We deduces that majority of students attend to just write down or keeping information in their mind thinking that would help them in organizing their writing.

### 3.4.3 Section three: Concept Mapping Strategy

**Question Fourteen :** Are you familiar with concept mapping?

- a) Yes
- b) No
- c) I have hear about it

In case you are familiar with it please indicate it



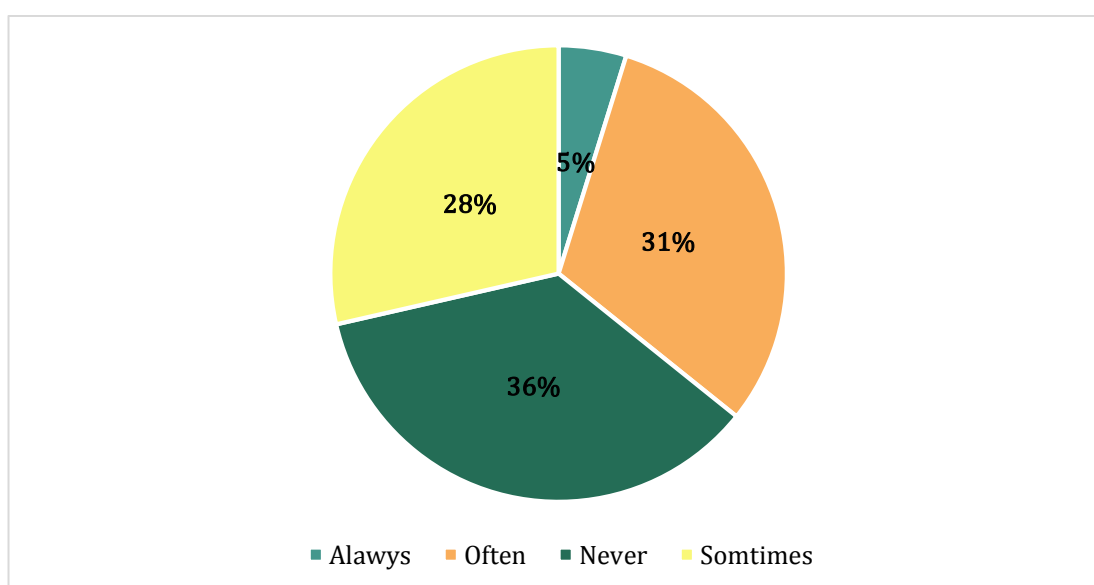
**Figure 28:** Familiarity with Concept Mapping

Regarding this question, the objective was to determine whatever students are familiar with concept mapping or not .The rates denote that 45 % of students are unfamiliar with it, however 31 % are familiar with concept mapping and 24 % they have heard about it. Based on the obtained data that shows that some students are unfamiliar with concept mapping since is not

introduce by their teachers, Moreover; other students are either knew it or they heard about it deduces that concept mapping been presented by their teachers.

**Question Fifteen :** How often does your teacher use it in the classroom?

- a) Always
- b) Often
- c) Never
- d) Sometimes



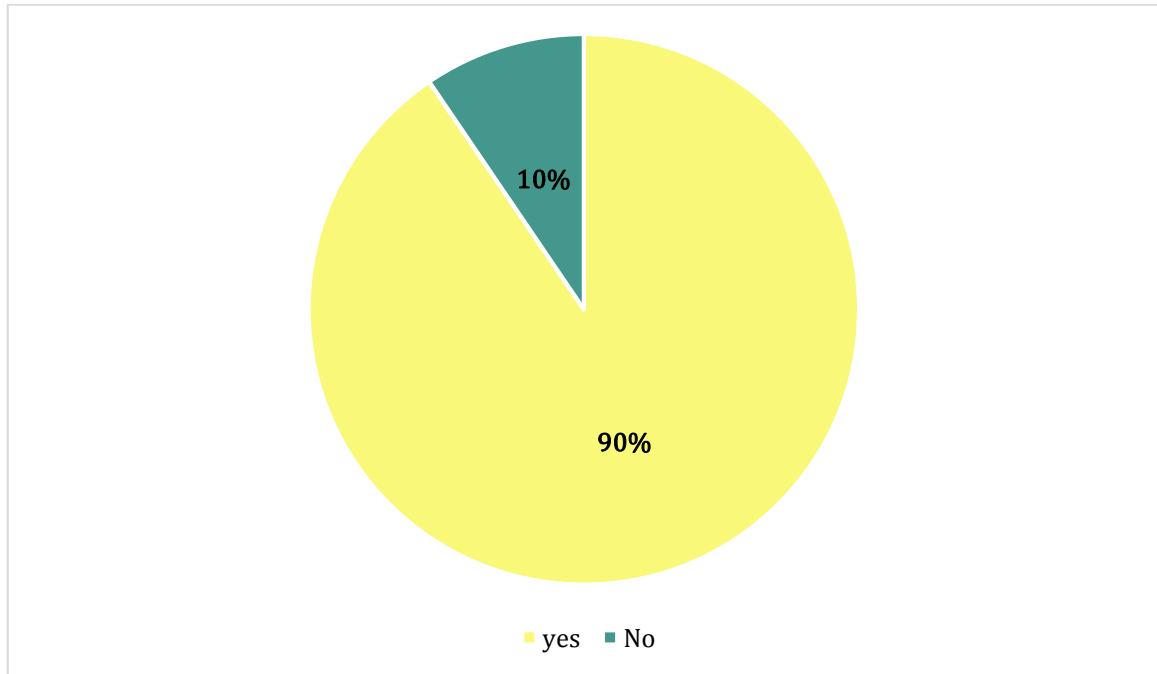
**Figure 29:** The Frequency Teachers use of Concept Mapping in Classroom

This question was designed to know whatever concept mapping is used in the classroom. The result have reported that 36 %of student indicate that concept mapping is never used, and 31% indicate that often used, while 28 % claimed that sometimes used and 5 % of students claimed that always used. Form the obtained data we deduces that concept mapping is not frequency used in the classroom.

**Question Sixteen :**

Do you think applying concept-mapping strategy could make students writing more organized and coherent?

- a) Yes
- b) No



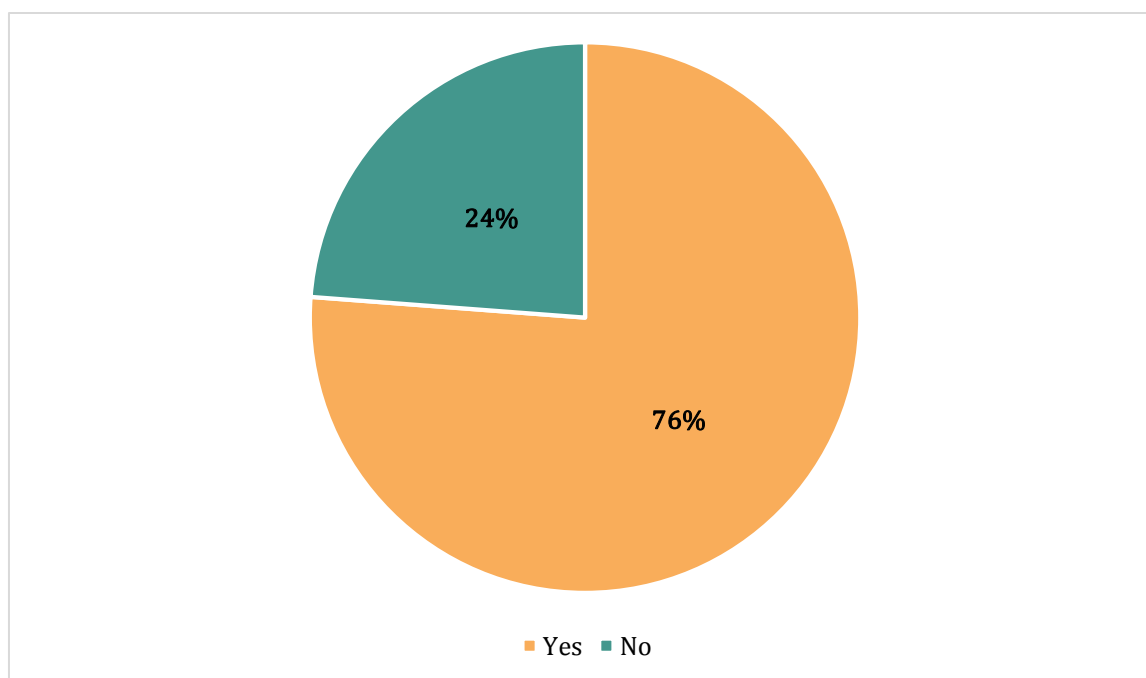
**Figure 30:** Student’s Perceptions about Contribution Concept Mapping Strategy in Writing

The objective of this question was to know students ‘perceptions about the contributing of concept mapping strategy. As result have shown that 90 % of students claimed that using concept mapping make their writing organized and coherent while 10 % of students claimed the opposite. Based on the obtained data that shows a majority of students declared that concept mapping has effective contribution in writing since it helps in making a pieces of writing appears organized and coherence.

**Question Seventeen :**

Are you willing to use concept-mapping strategy before writing?

- a) Yes
- b) No



**Figure 31:** The Willingness of Using Concept-Mapping Strategy

This question aims to determine whatever student's willingness to use concept mapping strategy .the majority of students 76 % of them are willing to use concept-mapping strategy while 24 % are not ready to use it. Form the obtained result that shows a majority of students are willing to use concept-mapping strategy since it helps in composing well coherence and organized a piece of writing

### **3.5 Discussion and Interpretation of the Result of the Questionnaire**

Form the analysis of students' questionnaire; we have obtained precious responses about student's attitudes toward writing skill and concept mapping in improving their performance in writing. To begin, the first section consist of general information about the participant. The result have shown that the majority of students are female with a rating of 88% in which female attend to have more tendency and interest in learning foreign languages especial English more than male .Moreover, the majority of students affirms that they applied for a Master degree was their own choice by 85% .Therefore, they are motivated and have desire to study language, for instance to level up their education as well to get more job opportunities.

In the second section, it aims to identify students' writing difficulties and the reasons behind them. The findings shown that writing is considered very important and important since 86 % opted to very important and 14% for important meanwhile 0% since that writing is involved in many subject of their studies, which leads writing to have significance role. In addition, the majority of students shows a great interest in writing skill with the rating of 75,6 % since they declared that writing is for needed especial for foreign language learners as it help them to express themselves as well to gain knowledge . The finding of this study reveals that students are unsatisfied with their level in writing which 24 % of students describe their level as weak in writing and 55% of them have an average level, while only 22 % perceive themselves as good in writing. Also the result reveals that writing skill is considered one of the most difficult skill with rate of 57% which students affirms that they encounter some difficulties that hinder them from getting a better level in writing . Moreover, they explained they have certain difficulties in term of coherence and cohesion, they cannot gather information and inability to express their ideas. In addition, students attend to emphasis in “organizing ideas and coherence” with the rate 79%, while only 21 %of students emphasize in grammar and punctuation. Since organizing ideas and coherence, makes writing appears well structured and flow logically.

The third section of students' questionnaire has mainly shed light on students' attitudes and perceptions toward concept mapping strategy .The findings reveal that students are either familiar with concept mapping or no that 45 % of students are unfamiliar with it, however 31 % are familiar with concept mapping and 24 % they have heard about it. Moreover, the findings reveal students perceptions about the contributing of concept mapping strategy with a rating

90 % of students claimed that using concept mapping make their writing organized and coherent .the result of this study reveal overwhelming majority 76 % of students are willing to use concept-mapping strategy.

The analysis of the last section revealed important of concept mapping strategy. The findings indicated that the majority of students declared that concept mapping strategy can help students to improve their writing performance since it helps them to organize their ideas in enjoyable atmosphere, also helps them to learn how to present their ideas in organized and coherence way .In other words, the majority of participants are aware that concept mapping is beneficial and helpful in enhancing their writing performance. Indeed, the majority of students believe that concept-mapping strategy is useful and helpful in writing, and they considered it as an effective strategy that boosts them to improve their level in writing.

### **3.6 The Teachers' Questionnaire**

#### **3.6.1 The Sample**

Teachers questionnaire been answered by six out of eight (6/8) teachers of written expression module at Biskra University. The purpose was to find more information that could help us to determine students' attitude towards writing and their level in addition to the problems they are facing while composing.

#### **3.6.2 Description of the Teacher's Questionnaire**

The questionnaire contains fifteen (15) questions open -ended, close- ended questions and multiple choice divided into three section:

**Section one:** general information (1Q-2Q) to obtain personal information about teachers.

**Section two:** writing skill (3Q-10Q) to determine students' attitude towards writing.

**Section three:** concept-mapping strategy (11Q-16Q) in order to determine the effectiveness of concept mapping.

### 3.7 Analysis of the Questionnaire

#### 3.7.1 Section one: General Information

##### Question One: Degree held

Degree held	Participant	Percentage
Ma (Magister )	2	33%
Ph.D (doctorate )	4	67 %
<b>Total</b>	<b>6</b>	<b>100 %</b>

**Table 3:** Teacher's degree

The objective of this question is to identify the degree of teachers .As result reveal in the table that 67% of teachers held doctorate degree while 33% of teachers held magister degree.

##### Question Two : How long have you been teaching written expression?

Years of teaching w.e	Number	Percentage
<b>7 years</b>	2	34%
<b>5-6 years</b>	1	16%
<b>8 years</b>	1	16%
<b>More than 30 years</b>	1	17%
<b>More than 20 years</b>	1	17%
<b>Total</b>	<b>6</b>	<b>100 %</b>

**Table 4:** Teachers' Experience in Teaching "Written Expression"

Teachers' responses indicate that they have varied experiences in teaching "Written Expression". As it was reported that 16 % of teachers teach writing from 5 to 6 years and 16% teach it to 8 years, in addition to 34 % teach writing for 7 years, whereas 17 %teach it more than 20 years, while 17 %of them teach writing more than 30 years. Form the obtained data we



can deduce that the period of experience is largely sufficient to provide us with valuable responses.

### 3.7.2 Section two: Writing Skill

**Question Three :** According to you which of the following skill is the most difficult?

- a. Listening
- b. Writing
- c. Reading
- d. Speaking

Participant	Listening	Writing	Reading	Speaking	total
6	0	6	0	0	6
Percentage %	0%	100%	0%	0%	/

**Table 5:** The Most Difficult Skill

This question attend to reveal the most difficult skill form teachers perspective .All (6) teachers 100% agree that writing is the most difficult skill. Form the obtained data we deduces that writing is conceded as difficult skill since it demands a lot of time and effort in order to be mastered.

**Question Four :** Which skill is the most used by your students?

	Writing	Speaking	total
Participant	2	4	6
Percentage %	33%	67%	100%

**Table 6:** The Most Used Skill by the Students

The current question aims to know which skill is most used by the students form teachers'' perspective. As result shown in the table, that 67 % of teachers chose speaking, which they declared that speaking is much easier and no one cares about errors. Meanwhile 33 % of

teachers chose writing as most use skill and they justified their answer by saying that all students are required writing to answer their exams.

**Question Five :** Is the writing level of your students?

- A. Very good
- B. Good
- C. Average
- D. Bad

Students' level	Participant	Percentage %
Very good	0	0%
Good	0	0%
Average	6	83%
Bad	1	17%
Total	6	100%

**Table 7:** Level of Students in Writing

The purpose of this question is to know the students 'level in writing from teachers 'perspective. The statistic have shown that 83 % of teachers indicate that student's level in writing is average whereas 17 %of teachers claimed the student level in writing is bad. Form the obtained data that show that students level in writing between average and bad, We can deduce that the majority of students do not have a high level in writing in English, probably, because they face some specific difficulties, they are not interested in writing in English, or they are not motivated .In addition, students view writing as difficult take in order to be learnt since it demand a lot of time and effort.

**Question Six :** Which strategy do you use in teaching writing?

- A. Group work
- B. Peer work

C. Class discussion

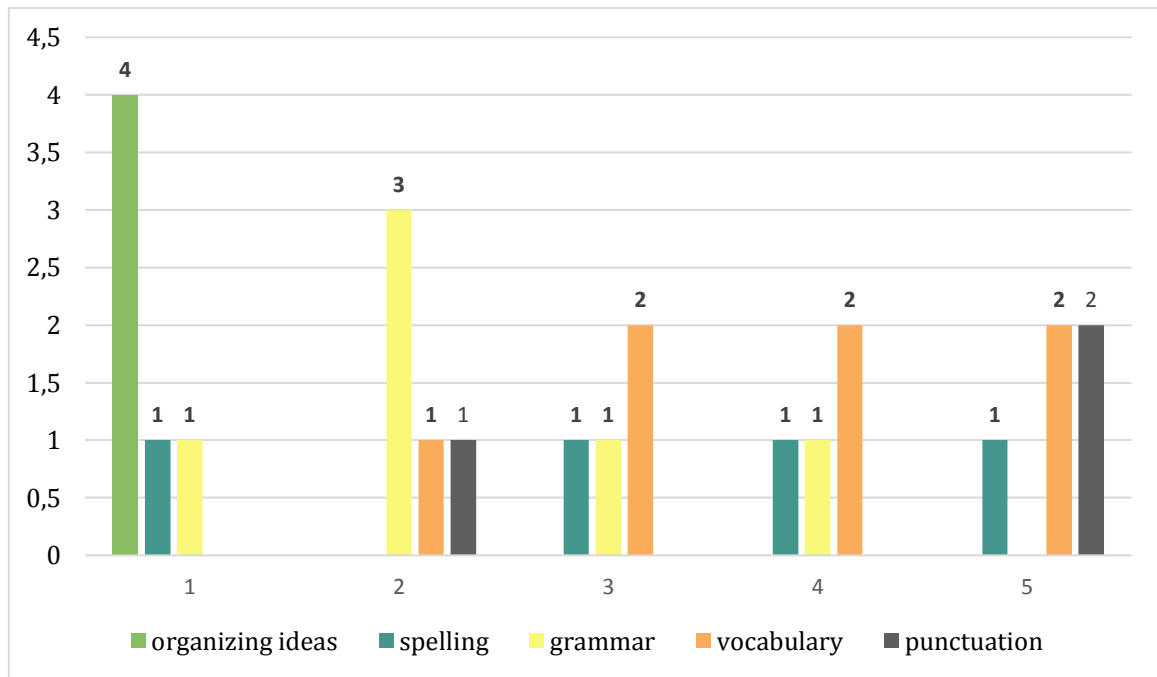
Strategy used	Participant	Percentage %
<b>Group work</b>	1	17%
<b>Peer work</b>	2	33%
<b>Class discussion</b>	3	50%

**Table 8:** Strategy Used in Teaching Writing

This question was created to show what type of strategy used in teaching writing in classroom. The result indicate that 50% of preferred to use class dissection whereas 33 % *attend to* use peer work, while use group work was slightly chosen by17 % of teachers. We can deduces that teachers attend to use class discussion more in order to encourage students to participant in classroom.

**Question Seven** : Classifying the following items according to their importance:

- a. Organizing ideas
- b. Spelling
- c. Grammar
- d. Vocabulary
- e. Punctuation



**Figure 32: Priorities Given to Items**

Regarding the objective of this question is to know the priority given to which item .As the result show that teachers give importance to the organization of ideas and spelling. Form the obtained data we deduces teachers attend to focus more in the organization of ideas since it makes piece of writing appears clear, well coherence and easy to be read .

**Question Eight :** Which item do you ask your students to give more emphasis to when writing?

- a. Organizing ideas
- b. Spelling
- c. Grammar
- d. Vocabulary
- e. Punctuation

The emphasis in writing	Participant	Percentage %
<b>Organizing ideas</b>	5	83%
<b>Spelling</b>	0	0%
<b>Grammar</b>	1	17%
<b>Vocabulary</b>	0	0%
<b>Punctuation</b>	0	0%

**Table 9:** The Emphasis in Writing

As shown in the table above. 83% of teachers chose organizing ideas; meanwhile 17 % of teachers chose grammar .Form the obtained data we can deduces that teachers attend to focus on organization of ideas and grammar since helps in maintains a piece of writing well coherence and cohesion.

**Question Nine :** According to you good writing means:

Good writing means	Good ideas	Specific vocabulary	Correct gramma	Correct spelling and punctuation	All of them
<b>Participant</b>	0	0	0	0	6
<b>Percentage %</b>	0%	0%	0%	0%	100%

**Table 10:** Good Writing

This question intends to reveal teachers' perceptions toward good writing. All the 6 of teachers (100%) agree that good writing includes all of good ideas, specific vocabulary in addition to correct grammar, correct spelling and punctuation. None of them chose an aspect individually to represent good writing; therefore, to write effectively all aspects of writing should be taken into consideration.

**Question Teen :** In your opinion, is the number of session per week devoted to writing sufficient?

	Yes	No	Total
<b>Participant</b>	6	0	6
<b>Percentage %</b>	100%	0%	100%

**Table 11:** Session of writing

Based on the data obtained from the teachers’ responses, the results show that all of the (6) teachers agree (100%) the number of session devoted to “Written Expression” per week are not enough to improve students' writing. All of teachers agree that the time is not sufficient to practice writing or even to cover all aspects of writing and to training students to write.

### 3.7.3 Section three: Concept Mapping

**Question Eleven :** Are you familiar with concept mapping strategy?

- a. Yes
- b. No

	Yes	No	total
<b>Participant</b>	6	0	6
<b>Percentage %</b>	100%	0%	100%

**Table 12:** Familiarity with Concept Mapping

This question intends to reveal teachers’ familiarity with concept mapping strategy. All teachers by 100 % indicate that they are familiar with concept mapping strategy. Since that declared that, they attend to use concept-mapping strategy.

**Question Twelve :** Do you often ask your student to generate ideas by using?

- a. Diagram
- b. Listing
- c. Mapping
- d. Free writing

Used strategy	Participant	Percentage
<b>Diagram</b>	0	0%
<b>Listing</b>	2	33%
<b>Mapping</b>	3	50%
<b>Free writing</b>	1	17%

**Table 13:** Used Strategy

The current question sought to determine the common used strategy by teachers .As result reveals in the table that 50% ask their student to use mapping while 33 %ask them to listing whereas 17 %ask their students to free writing as strategy. Teachers declared that they attend to ask their students to use concept-mapping strategy since it helps in generating ideas as well to organizing them.

**Question Thirteen:** As a teacher, how do you consider the use of concept mapping in writing?

Most Teachers declared that concept mapping is a necessary pre-writing strategy because it helps to generate ideas and to organize them logically to produce a coherent piece of writing very helpful. It is very important; I teach them by this strategy. I personally use it and recommend it to my students.

**Question Fourteen :** Do you ask your students to use strategies when writing?

- a).Yes
- b).No

	Participant	Percentage
<b>Yes</b>	6	100%
<b>No</b>	0	0%
<b>Total</b>	6	100%

**Table 14:** Recommendation to Use Strategy

Regarded this question attempted to investigate whatever teachers would recommend students to use of writing strategies or not. As the rates, denote that 100 % of teachers highly recommends the use writing strategies. Teachers declared that using strategies in writing helps students to generating and presenting their ideas in well-structured way. As well in saving time.

**Question Fifteen:**

Are you willing to ask your student to use concept mapping?

A). Yes

B). No

Why

	Participant	Percentage
<b>Yes</b>	6	100%
<b>No</b>	0	0%
<b>Total</b>	6	100%

**Table 15:** Willingness to Recommend the Use of Concept Mapping

The researchers, in this question attempted to investigate the willingness of teachers to recommend concept mapping as it is illustrated table that 100 % of teachers are willingness to ask student to use concept-mapping strategy. Teachers justified their answer stated that that concept mapping help in writing also help in improve students level writing in addition to that



concept mapping help students to organize their ideas and draw up an effective outline to their drafts .

**Question Sixteen :**

As teacher, do you think concept mapping can be an effective strategy to help students improve their writing?

a).Yes

b). No

In both case why

	Participant	Percentage
<b>Yes</b>	6	100%
<b>No</b>	0	0%
<b>total</b>	6	100%

**Table 16:** Effectiveness of Using Concept Mapping Strategy

This question attempted to determine teachers perceptive on the effectiveness of concept mapping strategy in improving students writing .As result reveals in the table, 100 % of teachers agree that concept mapping strategy is effective in improving students writing and teachers declared that concept mapping leads students to better follow the outline of the essay/paragraph and prevents them from incorporating irrelevant ideas, generating, organise ideas and saving time.

### **3.8 Discussion of the Findings of Teachers' Questionnaire**

The data analysis of the teachers' questionnaire reveals some facts and insights concerning teachers' attitude and perceptive towards implementing of concept mapping strategy in writing. Initially, the first section deals with general information of written expression teachers. Reveals that teachers has experience in teaching written expression. The second section describe teachers' attitude concerning writing skill in general. The findings reveals that the all teachers

agree that writing skill is the most difficult one since it demands from students a lot of effort and time in order to master it. Furthermore, some teacher stated that speaking is most used by students since it is much easier. Moreover, teachers stated that most of their students have an average level because they face difficulties in writing. Furthermore, the respondents state that most used strategy in classroom is group work since it helps with in getting students participate more. In addition, the majority of teachers gives importance to the organization of ideas and spelling. Teachers declared that they attend to focus more in the organization of ideas since it makes piece of writing appears clear, well coherence and easy to be read.

The majority of teachers with rates 83% attend to ask students emphasis in organization of ideas in their writing since helps in maintains a piece of writing well coherence and cohesion. Also, clear in order to be clearly read. Moreover, all the teachers agree that good writing means, all of the writing aspect such as, specific vocabulary in addition to correct grammar, correct spelling and punctuation. In other words, students should integrate these aspects in order to write effectively. The findings reveals that the majority of teachers agree that the number of session devoted to “Written Expression” per week are not enough to improve students' writing. That is to say, students do not have sufficient time to practice or even to fully develop the writing skill since they cannot cover all aspects of writing and to train students to write.

The second section portrays teachers' attitudes concerning the effectiveness of using concept-mapping strategy to improving students writing proficiency. The finding revealed that all teachers are familiar with the concept mapping strategy as well they declared that they attend to use it too. Furthermore, the respondents state that they ask their students to use writing strategies. Moreover, the majority of teachers considered concept-mapping strategy as necessary pre-writing strategy because it helps students to generate ideas and to organize them logically to produce a coherent piece of writing. Furthermore, the majority of teachers highly recommends students to use writing strategies. That is to say, all teachers recommends students

to use concept mapping strategy especially .The findings reveals that 100 % of teachers agree that concept mapping strategy is effective in improving students writing and teachers declared that concept mapping leads students to better follow the outline of the essay/paragraph and prevents them from incorporating irrelevant ideas, as well in generating ideas. Helps them organise ideas and saving time.

To conclude, the majority of teachers believes that implementing of concept mapping as strategy is effective in improve students' level in writing as well helps them in reducing difficulties.

### **Conclusion**

In conclusion, this chapter discusses the fieldwork of the present study that aims to investigating the effectiveness of using concept-mapping strategy to improve students writing performance. The chapter provided a clear description of the methodology adopted namely: deceptive, sampling, data collection tools .Beside, the researchers collected data through both teachers and students' questionnaires. The teachers' questionnaire was administered to teachers at the department of English who teach written expression at Biskra University. The main objective was to have clear insight about the effectiveness of using concept-mapping strategy to improve students writing. In addition to, students' questionnaire that designed for first year Master students the main aims of it was to explore students 'attitude and how their perceive concept mapping. he analysis of both teachers' and students' questionnaire reveals that the majority of teachers and students have a positive attitude towards the concept mapping strategy and it is a suitable strategy to helps students to improve their writing, in addition to reduces the difficulties are facing. However, teachers declared that using concept mapping strategy help learners to compose a well-organized piece of writing .Eventually students would gradually improve their writing performances.

### 3.9 Recommendations and Suggestions

As far as the problem of writing in English is concerned, the writing skill is a very interesting skill to be improved. We do recognize that it is not easy for students to overcome their weaknesses, for that, we have suggested some points for learners and teachers to develop this skill:

#### **For teachers:**

- Teachers must use concept mapping and recommend it to students.
- Teachers must be well-trained in writing skill in order to teach this skill correctly.
- Teachers should integrate concept mapping in most writing classes at an early stage in order to familiarise students with this strategy.
- Teachers should make students aware of the great importance of the writing skill, and they should encourage them to write more frequently.
- Teachers should draw students' attention towards the importance of concept mapping strategy.

#### **For students:**

- Motivation is a key point for producing a good piece of writing.
- Mastering the other three skills helps the students to improve their writing.
- Students should practice writing more.
- Both teachers and students should be aware of the vital role the writing skill its role in education.
- Students should develop a sense of independence and self-reliance, which they should not rely only on teacher's assignments to improve their level in writing they need to practice outside the classroom.

### **General Conclusion**

The current study focuses on the effectiveness of using concept mapping as a teaching strategy to improve learners' writing performance.

In the light of this dissertation, we were interested to divide the dissertation into three basic chapters, two theoretical chapters and the fieldwork. Moreover, the first chapter provides a general overview of the writing skill, including its importance, its major components and stages, in addition to the relation of this skill to other language skills. Whereas the second chapter deals with a general overview of the concept mapping including its features, importance as well as include concept mapping and language skills.

Furthermore, the third chapter is devoted to the fieldwork of the study. That used both teachers' and students' questionnaires that have been administered to the written expression teachers and first year Master degree of English at Mohammed Kheider University of Biskra. Therefore, a descriptive qualitative research study was conducted in order to and confirm the suggested hypotheses. Indeed, the findings confirmed the hypotheses and reach the comprehensive answers for the question we have raised at the beginning of the present research. The result obtained in this study proved that students writing could be improved by using concept-mapping strategy that has positive impact in their writing proficiency. It would be helpful for EFL learners to improve writing production if they adopted the concept mapping strategy, as well, it would reduce their difficulties in writing. The result has also shown that the use of this strategy is effective and can help learner to increase their writing proficiency. Moreover, the finding of teachers' questionnaire confirms our hypothesis that applying concept mapping as strategy improve students writing performance. Finally, we can deduce that both teachers and students have positive attitude towards concept mapping.

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## **List of Appendices**

**Appendix One:** Students' Questionnaire

**Appendix Two:** Teachers' Questionnaire

## The students' Questionnaire

Dear students,

The aim of this questionnaire is to collect data about that is related to Students' Writing Skill. The target population includes student of Master one at Mohamed Kheider University of Biskra .You are kindly requested to answer the following questions. Thank you for your collaboration in advance. I will be thankful if you answer them seriously because they are important and helpful for this study.

### Section One: General Information

Q1. Would you specify your gender:

- a) Male                       b) Female

Q2. Applying for the Master degree was:

- a) Your own choice   
b) Your parents 'choice   
c) Someone's advice

If it was your choice, was it because

- a) You would like level up your education   
b) You would like to get more job opportunities   
c) You would like to conduct research and develop your knowledge   
d) All of them

Others if there are any

.....  
.....

### Section Two: Writing Skill

Q3. How do you consider writing skill?

a) Very important  b) Important  c) Not important at all

Q4. Are you interested in writing?

a) Yes  b) No

If yes why?

.....  
.....

Q5. Do you think the writing session helps you improve your writing?

a) .Yes  b) .No

Explain

.....  
.....

Q6. How often do your teacher ask you to write?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Q7. Which skill do you find the most difficult?

- a) Listening
- b) Speaking
- c) Writing
- d) Reading

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

Q8.How do you consider your writing abilities?

- a) Weak
- b) Average
- c) Good
- d) Very good

Q9.Do you face difficulties in the writing skill?

- a) Yes
- b) No

If yes, because of the

- a) Inability to express your ideas
- b) Inability to relate one idea to another
- c) Inability to make your paragraph coherent
- d) Inability to brainstorm or gather ideas related to the topic
- e) Lack of organize ideas
- f) Inability to make connection between one idea to another
- g) All of them

Others if any

.....  
.....

Q10. Classify the following items according to their importance 1, 2,3,4,5

- a) Organized ideas
- b) Coherence
- c) Cohesion
- d) Correct Grammar
- e) Correct spelling

Q11. In your writing you emphasis to achieve paragraph that is:

- a) Organizing ideas and coherence
- b) Grammar and punctuation

And why?

.....  
.....

Q12. Before you start writing, do you use any writing strategy?

- a) Yes
- b) No

Q13. While you are writing, what do you usually use to make your writing organized?

- a) Use visual organization aids as tables, maps, diagrams
- b) Use questions
- c) Prediction
- d) Do nothing ,just keep ideas and information in mind
- e) Write down ideas

Others.....  
.....

### Section Three: Concept Mapping

Concept mapping is one of graphic organizers which help students write well-organized paragraph (concept can be subject or event) example of graphic organizers are (concept map, tree diagram, mind map). Which in the concept map the main circle contain the main concept and related to the others circles by arrows, which those arrows contain words that shows relationship to the main concept. This strategy can be used before writing in order to achieve pieces of writing that is well organized and coherent.

Q14. Are you familiar with Concept Mapping strategy?

- a) Yes
- b) No
- c) I have heard about it

In case you are familiar with it please indicate what is it

.....  
.....

Q15. How often does your teacher use it in classroom?

- a) Always
- b) Often
- c) Never
- d) Sometimes

Q16. Do you think applying concept-mapping strategy could make student writing more organised and coherent?

- a) Yes
- b) No

Q17. Are you willing to use concept-mapping strategy before writing?

b) Yes

b) No

Feel free to add any suggestion

.....

.....

.....

.....

.....

.....

.....

Thank you for your cooperation



## The Teachers' Questionnaire

Dear teachers,

The aim of this questionnaire is to collect data about that is related to Students' Writing Skill. The target population includes teachers of written expression course at Mohamed Kheider University of Biskra .You are kindly requested to answer the following questions. Thank you for your collaboration in advance.

Lbab Sabrina dehbria

### Section one: general information

**Q1.** Your degree

A. MA ( Magister )

B. Ph.D.( Doctorate )

**Q2.**How long have you been teaching written expression?

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### Section two: writing skill

**Q3.** According to you which of the following skill is the most difficult?

A. Listening

B. Writing

C. Reading

D. Speaking

**Q4.**Which skill is the most used by yours students?

A. Speaking

B. Writing

And why .....

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**Q5.**Is the writing level of your student:

- A. Very good
- B. Good
- C. Average
- D. Bad

**Q6.**which strategy do you use in teaching writing?

- A. Group work
- B. Peer work
- C. Class discussion

Other .....

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**Q7.**Classify the following items according to their importance 1, 2,3,4,5

- A. Organization of ideas
- B. Spelling
- C. Grammar
- D. Vocabulary
- E. Punctuation

**Q8.**Which items do you ask your students to give much emphasis to when writing?

- A. Organization of ideas
- B. Spelling
- C. Grammar
- D. Vocabulary

E. Punctuation

**Q9.** According to you good writing means?

A. Good ideas

B. Specific vocabulary

C. Correct grammar

D. Correct spelling and punctuation

E. All of them

If any others, please mention them

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**Q10.** In your opinion is the number of session per week devoted to writing sufficient?

A. Yes

b) No

Say why in both cases

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**Section three: Concept Mapping Strategy**

**Q11:** are you familiar with concept mapping strategy?

A. Yes

B. No

**Q12.** Do you often ask your student to generate ideas by using?

A. Diagrams

B. Listing

C. Mapping

D. Free writing

**Q13.**As teachers how do you consider the use of concept mapping in writing?

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**Q14.** Do you ask your students to use strategies when writing?

A. Yes

b) No

Name some of them.....

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**Q15 .**Are you willing to ask your student to use concept mapping?

A. Yes

b) No

And why

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**Q16.**As teachers do you think concept mapping can be an effective strategy to help students improve their writing?

a) Yes

b) No

In both cases why

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Feel free to add any suggestion

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## ملخص

تلعب مهارة الكتابة دورًا مهمًا في تعلم اللغة الأجنبية وتدريبها بسبب الفوائد التي توفرها. ومع ذلك ، تظل الكتابة واحدة من أكثر المهارات تعقيدًا لمتعلمي اللغة لأن معظمهم يجدون صعوبة في تأليف قطعة من الكتابة. الهدف من إجراء هذا البحث هو معرفة المشكلات التي يواجهها طلاب السنة الأولى ماجستير في الكتابة. يهدف إلى التحقق مما إذا كان استخدام تخطيط المفاهيم كاستراتيجية سيجسّن من إتقان الطلاب للكتابة وكذلك إذا كان سيقفل من صعوباتهم في الكتابة. من أجل تأكيد الفرضيات والتحقق منها ، تم استخدام الأسلوب الوصفي لإجراء هذا العمل ، والذي يتكون من استبيانين ، تم إجراؤها لكل من معلمي وحدة التعبير الكتابي و 42 طالب ماجستير في السنة الأولى قسم اللغة الإنجليزية ، جامعة بسكرة. كان الهدف الرئيسي من هذه الاستبيانات هو جمع معلومات كافية حول موقفهم تجاه استراتيجية تخطيط المفاهيم في تحسين إتقان الكتابة لدى الطلاب. لذلك أكدت نتائج الاستبيانات فرضيات البحث. وهكذا أظهر الطلاب والمعلمون موقفًا إيجابيًا فيما يتعلق باستخدام استراتيجية تخطيط المفاهيم لتحسين الكفاءة في الكتابة. بالإضافة إلى ذلك ، قام الباحث بوضع بعض التوصيات في نهاية الدراسة. علاوة على ذلك ، يجب أن يكون كل من المعلمين والطلاب على دراية بالدور الحيوي لمهارة الكتابة ودورها في التعليم ، كما يجب على المعلمين دمج تخطيط المفاهيم في معظم فصول الكتابة.

**الكلمات المفتاحية:** إستراتيجية رسم الخرائط ، مهارة الكتابة ، اللغة الإنجليزية