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MASTER THESIS

Harnessing Mind Mapping as an effective pedagogical tool to unlock language learning potential.

The case of third year EFL students at Biskra University.

A dissertation submitted in partial fulfilment to the department of English and Literature for the requirements of the Master degree in the sciences of the language

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DEDICATION

I DEDICATE THIS WORK

To the soul of my father and my grandmother

My Mother, Sisters, and my brothers

My big family

My friends

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First of all. I would thank the Almighty ALLAH for granting me good health and guidance throughout the completion of this work. Without the blessings and enlightenment of Allah, this achievement would not have been possible.

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Abstract

This study aims to investigate the role of mind mapping on students English language learning, specifically focusing on third-year university students at Biskra University in Algeria. The research hypothesizes that the use of the mind mapping technique will enhance students ability to learn English, increase their willingness to communicate in English, and improve their English language proficiency with extended use. The study employs a mixed-methods approach to assess the effectiveness of mind mapping in comprehending, retaining vocabulary and grammar rules, and facilitating creative expression in English. Data will be collected through a semi-structured questionnaire administered to third-year students at Biskra University. The results are expected to provide insights into the applicability of mind mapping as an innovative learning strategy, ultimately fostering more efficient language acquisition techniques among Algerian university students. The findings may guide educational approaches tailored to Algerian contexts, highlighting the benefits of mind mapping in overcoming language learning challenges.

Keywords: mind mapping – MKB university – third-year students -English language .

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

TPR : Total Physical Response

CLT: Communicative Language Teaching

CA : Communicative Approach

CBA : Competency-Based Approach

UMKB: University Mohamed Kheider of Biskra

List of Appendices

List of Tables

List of figures

TABLE OF CONTENTS

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction

In Algeria's dynamic university landscape, understanding the English language is critical for academic and professional growth. However, standard approaches frequently provide challenges for students, necessitating the use of creative instructional tools to efficiently manage linguistic difficulties. This dissertation explores the unexplored potential of mind mapping techniques in Algerian university settings as a catalyst for improving English language acquisition.

The importance of English proficiency extends across Algerian academics, boosting global connectivity and knowledge sharing. However, learners face serious linguistic obstacles, necessitating a shift away from conventional approaches and towards more flexible and engaging strategies. Thus, this study seeks to shed light on the transformative role that mind mapping can play in changing the pedagogical landscape of English language training.

Statement of problem

Learning a language, especially English, can be difficult at times. Some of the difficulties include remembering words, understanding grammar, and becoming fluent. Grammar drills and memorization are examples of traditional teaching strategies that do not adequately interest students or promote effective understanding and retention. On the other hand, mind mapping, a visual learning method that arranges data in a hierarchical fashion around a key idea, has demonstrated promise in supporting understanding and memory in a variety of educational contexts.

The specific use of mind mapping in learning English, however, has not received much attention. Consequently, the following issue is the focus of this research: Can learners' comprehension of grammar, acquisition of vocabulary, and general fluency be improved

by introducing mind-mapping techniques into English language teaching methodologies. In order to close the research gap and offer suggestions for effective teaching strategies to enhance language proficiency, this study examines the usefulness of mind mapping in the context of English language acquisition.

Significance of the study

Mind mapping has great potential for teaching English to third-year university students in Algeria. As English literacy becomes more important in global communication and job possibilities, innovative learning strategies such as mind mapping can help improve understanding, retention, and creative expression. Mind mapping is very useful for Algerian students learning a second language because it provides a visual and interactive way to organize complicated linguistic structures, vocabulary, and grammar rules. This study is significant because it has the potential to uncover the usefulness of mind mapping in overcoming language learning problems, therefore guiding educational approaches customized to the Algerian setting and fostering more efficient language acquisition techniques among university students.

Research hypothesies

- Utilizing mind mapping increases student's motivation to learn English and their willingness to communicate in English.
- Longer exposure to mind mapping techniques leads to greater improvement in English language proficiency compared to shorter periods of usage.

Research questions

- How does the implementation of mind mapping techniques affect the comprehension of English language materials among third-year university students?

- What impact does using mind mapping have on the retention of English language vocabulary and grammar rules?
- In what ways does mind mapping facilitate creative expression in English language learning tasks?
- What are the perceptions and experiences of Algerian third-year university students regarding the effectiveness of mind mapping in learning the English language?

Aims of the study

- Evaluate the effectiveness of mind mapping techniques in enhancing comprehension of English language.
- Investigate the impact of mind mapping on the retention of English language vocabulary and grammar rules.
- Explore the perceptions and experiences of Algerian third-year university students regarding the effectiveness of mind mapping in facilitating the learning of the English language.

Research methodology

The data we need is that which serves our type of research methodology in a research we use mixed approach since the main aim of study is to show the results of using mind mapping in learning languages.

Data collection method

In this study, a semi-structured questionnaire designed for third-year students of English at Biskra University will be used as the primary data collection method to gather comprehensive information on participants' experiences and perceptions regarding the effectiveness of mind mapping techniques in English language learning.

Sample and population

In this research, we selected third-year students of English at Biskra University as a sample. The selection of third-year students of English at Biskra University as the sample for this research was based on ensuring a meaningful exploration of the research questions within a relevant context while also considering practical and collaborative aspects of the study.

Structure of the dissertation

This dissertation is divided into three main parts. The first part is devoted to presenting an introduction to the study, a statement of the problem, and the aims of the study, in addition to the main hypothesis, research questions, and research methodology.

Moreover, the second part is the theoretical part, which consists of two chapters. In the first chapter, we present the importance of English language proficiency in global communication and academic settings. Overview of language learning theories and methodologies examination of traditional teaching methods In English language learning. Identifying limitations and challenges faced by students.

While the second chapter deals with a background study about the mind mapping technique, its definition, the founder, how to make a mind map, and its laws, Introduction to mind mapping techniques and their cognitive benefits: Exploring the principles behind mind mapping and its potential advantages for language learning. Review of existing studies on the effectiveness of mind mapping in language learning.

Finally, the third chapter, which represents the fieldwork, includes data collection, data analysis, and the findings of the students' questionnaires. At the end of this chapter, we will suggest some recommendations and pedagogical implications.

Limitations of the study

This study has certain limitations, such as the reliance on a single gathering tool, which is the students' questionnaire, that provided valuable insights. However, incorporating additional data collection methods, such as observations, could provide a more comprehensive understanding of the impact of mind mapping on EFL learners' Observations can offer instant insights into students' mind mapping engagement during classroom activities, uncovering nuances and actions that may be overlooked in self-reported questionnaire replies.

Chapter one

Learning English as a foreign language

Chapter one: Learning English as a foreign language

Introduction

In contemporary times, English has emerged as an international language that is widely spoken and written by nearly half of the global population. It is employed for both formal and informal communication, encompassing listening, speaking, reading, and writing competencies. These abilities are typically acquired through the learning process. During the era of British colonization, English attained prominence and became the most widely utilized language worldwide. Consequently, it has evolved into a global language and serves as the lingua franca of the current era.

The method of teaching English is based on the needs and objectives of the learner, which may include written communication in English, the capacity to converse with native speakers, completing tests, and proficiency in English as a requirement in order to pursue further education. The diverse instructional approaches and programs employed by educators in teaching English, as a second language are numerous and varied. To ensure effective instruction, it is crucial that the teacher has a deep comprehension of the specific learning objectives and is able to convey them clearly to the students prior to initiating any instruction.

Language Teaching Methods

The Traditional Methods

The Traditional Method is an approach to language teaching that emphasizes the learning of grammar rules and vocabulary through direct translation exercises.

The Grammar- Translation Method

The Grammar-Translation Method: This classic technique, also known as the Classical Method, was popular in the sixteenth century. It emphasized translating texts, grammar, and rote learning of vocabulary over speaking and listening comprehension. The principles of grammar-translation methods are as follows:

Learning a language is meant to be done for two reasons: either to read literature written in that language or to gain from the intellectual growth and mental discipline that come from studying foreign languages. When learning a language, grammar translation begins with a thorough examination of its grammatical rules. This is followed by the application of this information to the task of translating texts and sentences into and out of the target language. Therefore, in order to comprehend and work with the morphology and syntax of the foreign language, language learning is seen as little more than memorization of rules and information. "The first language is maintained as the reference system in the acquisition of the second language" (Stern 1983, p. 455).

- The grammar-translation technique emphasizes reading and writing over speaking and listening abilities.
- Vocabulary learning is mainly reliant on bilingual word lists, dictionary research, and memorization, which are primarily derived from reading books.

- Instruction focuses on the sentence as the primary unit, with translation exercises playing an important role.
- High accuracy standards are emphasized, driven by the need to achieve them in formal written tests.
- Grammar is taught deductively, with rules presented first, followed by translation practice, usually in accordance with a set syllabus.

The student's original language is used as the primary medium of instruction, which allows for easier explanations and comparisons with the target language.

The grammar-translation technique fails to help students develop thinking skills in the target language. By focusing primarily on written translation tasks and disregarding verbal contact, this method eliminates the need for spoken communication in the classroom, relegating speech to the domain of the teacher. As a result, learners acquire a strong reliance on translation, even when it becomes impractical or impossible. Over time, this dependency spreads beyond written tasks to pervade other aspects of language use, impeding the development of natural language processing and communication skills in the target language.

The Direct Method

The direct method of teaching emerged in the 19th century as a response to the limitations of the GT method. With a focus on connecting meaning to the language being taught, the direct method emerged as a new way of thinking that advocated for all foreign language instruction to take place purely in the target language, without any translation. According to Harmer (2007), "translation was abandoned in favor of the teacher and the students speaking together, attaching

meaning to objects and pictures, etc., in order to establish the grammatical forms they were studying" (p. 63).

The Reform Movement inspired the development of language teaching approaches similar to those used in first language acquisition. These were referred to as natural methods. The foundation of the direct method was instruction given only in the target language, while mother tongue usage was not allowed. The terminology was introduced through examples. The structure of the oral skills consisted of questions and answers between the teacher and the learner .However, the approach has several drawbacks. First of all, it lacks many opportunities for students to apply the language outside the classroom. Second, even though quick explanations could be more effective, teachers are required to strictly avoid using the learners' native tongue, which can be time-consuming. Thirdly, it needs a lot of the spontaneity, energy, and creativity of teachers. Last but not least, it calls for small class sizes, which are frequently unfeasible in public education contexts.

The direct method creates a classroom environment similar to chatting with a native speaker. Unlike traditional grammar-focused approaches, it immerses learners directly in the target language environment, reflecting natural language acquisition processes. Learners participate in practical conversations using simulated real-life interactions and hands-on exercises, which aid in organic vocabulary development and intuitive knowledge of grammar structures. Pronunciation improvement and rapid error correction are essential components in establishing language proficiency and precision. This strategy creates an interactive and experiential learning environment that mirrors genuine language usage and fosters communicative competence through active language engagement.

The Audio-lingual Method

The audio-lingual method is another teaching strategy that was initially designed to focus on speaking proficiency. It is also known as the Army Method. This method was frequently used in the 1950s and 1960s, with an emphasis on acquiring structures and patterns in regular everyday discourse rather than understanding words. Two factors led to the birth of audiolingualism as a new language teaching method. These were:structuralist linguistics and behaviourist Psychology: According to structuralism, language is made up of several levels, including phonological, morphological, and syntactic. According to structuralists, learning a language involves understanding the principles that govern how words, phrases, sentences, and phonemes are put together. Additionally, since language is primarily spoken and written second, speaking takes precedence in language instruction. The additional element was behaviourism. Language is a human behaviour that can be understood in terms of reward, stimulus, and reaction. Language is a system of habits, according to behaviourists. We learn more the more we practice and repeat.

The audio-lingual method is similar to a methodical learning process, such as mastering a complex musical composition. It was developed in the middle of the twentieth century and emphasizes the necessity of repetition and purposeful practice in language acquisition. Learners to internalize language patterns and structures, similar to rehearsing each note of a musical piece until flawless execution, use structured listening and speaking activities. Students methodically improve their linguistic abilities by using audio recordings to practice exact pronunciation and intonation. Error correction is implemented quickly and carefully, similar to the careful assistance provided by an expert mentor in improving one's performance. The audio-lingual method allows for gradual mastery of language abilities through disciplined repetition and reinforcement, similar to the methodical learning of expertise in musical activities.

The Contemporary Methods

Total Physical Response (TPR)

Dr. James J. Asher created total Physical Response. The TPR approach integrates knowledge and skills using a kinesthetic sensory system. This strategy relies on combined speech and action. It aims to teach language through physical (motor) activities. Total Physical Response (TPR) is a language teaching method based on several principles:

1. **Teacher Direction, Student Action:** The teacher directs, while students respond through physical actions. The teacher assumes the role of a director, guiding the students as if they were actors in a play.
2. **Emphasis on Listening and Physical Response:** TPR places a strong emphasis on developing listening skills and physical responses over oral production. Students learn by listening to commands and physically acting them out.
3. **Use of Imperative Mood:** Commands in the imperative mood are commonly used to transfer or communicate information in TPR. This allows students to effectively understand and respond to instructions effectively.
4. **Incorporation of Humor:** Humor is occasionally injected into TPR lessons to enhance enjoyment and engagement of learners. This can help create a positive and relaxed learning environment.
5. **Voluntary Oral Participation:** Students are not required to speak until they feel ready and confident enough to do so. This reduces anxiety and pressure, allowing students to progress at their own pace.

6. **Emphasis on Grammar and Vocabulary:** While TPR prioritizes spoken language over written language; grammar and vocabulary are still emphasized. Students acquire language through a meaningful context and repetition of commands.

TPR is so simple and enjoyable. The instructor does not need to put in a lot of planning for its activities. This is an effective vocabulary-building technique that appears to be beneficial for

Both adults and children. It is also true that TPR does not provide learners with the means to creatively convey their own ideas. TPR is so simple and enjoyable. The instructor doesn't need to put in a lot of planning for its activities. It is an effective vocabulary-building technique. “TPR appears to be beneficial for both adults and children because it helps learners connect the language with actions and concepts, making it easier to remember and understand. This approach might not be appropriate for all target languages, and it might be difficult for learners who are shy.

Communicative Language Teaching

Communicative Language Teaching (CLT) or Communicative Approach (CA) emerged in Britain in the 1960s as a response to the growing need to identify and create substitute approaches to teaching languages in place of the more strictly planned situational language teaching technique used before. Many in the language teaching profession found appeal in the concept of communicative competence, which was developed within the discipline of linguistics (or, more precisely, the subdiscipline of sociolinguistics). These individuals argued that the aim of language instruction should be communicative competence rather than grammatical competence**.** When communicative language instruction initially emerged as a novel method of teaching languages in the 1970s and 1980s, it generated a lot of excitement

and passion. Since then**,** CLT has passed through several stages. One of the main priorities during the initial stages was to create a curriculum and instructional strategy that aligned with the initial ideas of communicative competence. This gave rise to suggestions that syllabuses should be arranged according to concepts and functions rather than grammatical grammar. Subsequently, efforts to make needs analysis a crucial part of communicative technique emerged as the focus switched to methods for determining learners' communication requirements. Simultaneously, educators concentrated on the categories of instructional exercises that may be employed to execute a communicative strategy, such as group projects, individual assignments, and knowledge-gap exercises.

It focuses on the ideas that: learning is a process of making errors; errors are a normal aspect of learning a language; and must be gently corrected by the instructor. The focus of lessons should be on issues related to real-world situations in order to help learners become more proficient in the target language. The primary emphasis is on interactive exercises that may be performed in pairs or groups, such as role-playing, interviews, debates, sessions, dialogues, and conversations. Rather than using deductive reasoning to explain grammar, inductive analogies are used. Breen and Candlin (1980), who state that a teacher has two fundamental tasks, put this clearly: "The first is to facilitate the communication process between these participants and the various activities and texts."

Suggestopedia

Lozanov created the Suggestopedia technique for teaching foreign languages. To present and practice language, it uses dialogues, scenarios, and translation; additionally, it uses visual aids, music, and relaxation techniques to enhance the comfort and efficacy of learning (Richards et al., 1990).

This method involves applying the environment, music, decorative elements, and so on to learn the language. It is heavily influenced by the classroom's setting and physical environmental variables. According to Larsen et al. (2001), suggestopedia is a method of teaching languages that aims to maximize mental capacity and minimize psychological barriers in order to expedite language acquisition. With this method, the teacher takes on a position of authority, which promotes confidence and security in the students, who then transfer control to the instructor. The student is at the centre of the teaching process, which creates a joyful, stress-free atmosphere through engaging activities that promote innovative application of knowledge. It is recommended that students interact with each other and the teacher; teacher-led interactions should eventually give way to student-led ones. Learners are urged to embrace a "childlike" perspective in order to improve their confidence and sense of calm. The approach places a strong emphasis on conversational speaking abilities, translating, and clarifying in the native language, with a gradual reduction in dependency. In order to maintain the laid-back setting required for fast learning, evaluation is based on in-class performance; formal assessments are avoided. Errors have been gently corrected to maintain this supportive environment.

Suggestopedia is beneficial to students for a number of reasons. First, it facilitates quicker learning by reducing psychological obstacles and optimizing mental ability. The focus on smoothness and self-assurance makes language learners more comfortable when practicing their language skills and more open to new knowledge. Playful exercises and a learner-centered approach also encourage creativity and involvement, which adds to the learning process's enjoyment and motivation. Learners are encouraged to immerse themselves in the target language, which promotes fluency and communication abilities, by gradually reducing their dependency on their original tongue. Additionally, a supportive environment and the gentle correction of faults foster a good learning environment where students feel safe taking

risks and learning from their mistakes. All things considered, Suggestopedia can benefit students by offering a supportive and engaging atmosphere that improves language learning.

The Silent Way

Cook (2008) refers to the Silent Way as an "alternative language teaching system'". The Silent Way technique for teaching foreign languages avoids relying on memorizing or imitating the teacher. Teachers use silence in the classroom as a pedagogical tool to enable pupils to learn from actual experiences rather than direct instruction. The Silent Way classroom encourages students to solve problems independently, autonomously, and with responsibility for their own learning (Gattegno, 1976, p. 45). It puts students first, motivating them to take an active role in their own language learning through independence and self-discovery. Rather than employing typical teaching techniques, educators adopt a supportive position, making strategic use of silence and providing minimal in the way of spoken instruction. Furthermore, the Silent Way places a high value on phonetic awareness and pronunciation since it understands how important these skills are for effective communication. Through exercises that promote self-correction and sound-colour connections, students are given the tools they need to advance their phonetic literacy.

Benstein (1995) provided the following description of the four phases of learning in accordance with the Silent Way:

Phase 1: First contact with the unfamiliar. Teachers' efforts to increase students' awareness of the language help them prepare for learning.

It takes multiple attempts to get it right.

Phase 2: Execution of abilities. Skills mature to the point where they can be used in a variety of contexts. Students are in charge of their own practice.

Phase 3: Proficiency in abilities. Students push themselves by developing new abilities.

Phase 4: Using the skills acquired. Competencies are now entirely automatic. To take on new challenges, skills are delegated**.**

According to Gattegno (1972), vocabulary is a key component of language learning; teaching functional vocabulary items that have no direct parallels in a learner's mother tongue can help them understand the "spirit" of the language.

Competency-Based Approach (CBA)

CBA is one of the modern approaches of the 21st century. It is based on competency, the ability to perform the tasks and roles expected of a professional. Teacher-centered learning occurs in a conventional educational system where time is the unit of advancement. A CBA system uses learner-centered, competency-based learning as the unit of advancement for particular knowledge and abilities. The main objectives of CBA are as follow**:**

- **Identification of Competencies**: Clearly identify the competencies (skills, knowledge, and abilities) that learners are expected to achieve. These competencies should be verified and communicated to both learners and instructors in advance.
- **Explicit Criteria and Conditions**: Define the criteria that will be used to assess the achievement of competencies, as well as the conditions under which this assessment will take place. This ensures transparency and fairness in the assessment process.
- **Individual Development and Evaluation**: Design the instructional program in a way that allows for the individual development and evaluation of each specified competency. This may

involve personalized learning paths or targeted interventions to address specific areas of improvement.

- **Performance-Based Evidence**: Emphasize the actual performance of competencies as the primary source of evidence for assessment. While knowledge and attitudes are considered, the focus is on the demonstration of skills and abilities in real-world contexts.
- **Self-Paced Progression**: Allow participants to progress through the instructional program at their own pace based on the demonstration of competency attainment. This accommodates individual learning styles and ensures that learners can advance when they are ready.

The processes used in CBA are as follows: participants will acquire the competencies needed to perform their jobs. As they successfully acquire certain abilities, the participants gain confidence. A transcript or list of the skills they have attained is given to the participants. Since the instructor is a facilitator of learning rather than an information provider, training time is employed more effectively and efficiently. Instead of giving lectures, more training time is spent working individually or in small groups with participants.

The Importance of the English Language

The importance of teaching English is becoming a vital part of education all over the world. The number of people using English is increasing every day. The rise of English is driven by a number of interrelated factors that contribute to its growing importance as the dominant language of instruction, research, and academic communication. Many universities throughout the world are using English as the medium of instruction to attract a more diversified student body and staff, particularly in graduate programs in fields with international relevance such as business,

science, technology, and Medicine. This move enables institutions to access a broader group of prospective students and researchers,thus improving their international standing and productivity.

Proficiency in English opens doors to employment opportunities both domestically and internationally. In today's worldwide labor market, many multinational corporations and organizations require individuals who can communicate well in English in order to interact with clients, partners, and colleagues from various language origins. By acquiring English, Algerian learners may increase their competitiveness in the labor market and access a wider range of career opportunities.

English is widely acknowledged as an international language with a significant influence on many elements of life and society. This includes the sphere of education, where English has become a compulsory course. The relevance of English in academic settings cannot be overemphasized. English language competency is critical for students' success in academic settings because it gives them access to a wealth of knowledge and resources that are mostly available in English. Furthermore, English is the primary language of instruction at many top universities around the world. As a result, students who speak English effectively have a distinct advantage when seeking higher education opportunities around the world.

And lastly, almost everyone speaks English, a language that started in England. Along with the United States, the United Kingdom, and many other small island states in the Pacific and Caribbean Seas, it is the principal language of the Commonwealth countries, which also include Canada, Australia, Ireland, and New Zealand.

English as a Foreign Language in Algeria

Algeria is a multilingual nation where Arabic, French, and Amazing are widely spoken. The official language of the country is Arabic, which includes both classical and colloquial forms. French is a major linguistic influence from the colonial era, and Berber is the language of the indigenous people. English may be viewed as a significant global lingua franca that could support academic and professional activities, facilitate international communication, and provide access to a wider range of informational resources, given this linguistic diversity and Algeria's attempts to balance authenticity with modernization. Regarding this, Mghaghi (2016) states that "it is undeniable that Algerian society has acquired distinctive socio-linguistic characteristics, particularly dynamic- intra- and inter-lingual variation, that can clearly be attested in the way(s) people speak **.**as a result of the diverse historical and linguistic events the country has gone through. The progress of globalisation, the ease of travel, availability of communication means, and the educational system are all contributing factors to the current growth in variety. Hence, in addition to English, numerous other languages such as French, Arabic, and Berber might also be used. Belmihoub (2015) reviewed the status of English in Algeria and its significance in this globalized world.He highlighted this by stating, "As globalization and English are closely related, scholars who study contexts where English is more prevalent will find Algeria's opening to the outside world to be attractive."

These elementary-level programs are essential because they follow global educational trends that emphasize the importance of English proficiency as a valuable life skill that opens doors in a variety of fields, in addition to being a prerequisite for academic success.

The growth of English in Algeria is considered a way to connect with the world and access contemporary society, with initiatives to teach English in elementary schools to equip learners with critical language skills.

Challenges in learning English as a foreign language

Learning English as a second language poses specific challenges for students. The process of teaching and learning English as a foreign language is a challenging task for both teachers and learners.

Students in various stages face many difficulties and problems in learning English, which can be traced to inappropriate curriculum, the non-enthusiastic psychological state of the student, and the old teaching style. A huge number of English language teachers followed similar procedures in the classroom, making it evident that teachers lack the ability to diversify the methods of teaching English.

Effective information structuring is frequently an obstacle for students who struggle with lesson organization. Their inability to understand essential concepts and remember crucial facts might result from this battle, which can also cause feelings of overwhelm and confusion. In addition, the ability of a learner to retain information is greatly compromised when they struggle with lesson organization. In the absence of a well-organized structure to support their education. Resulting in comprehension and memory gaps, students generally find it challenging to successfully store knowledge in their memory, which leads to fragmented learning experiences for them.

Conclusion

As a conclusion to this chapter, it is impossible to exaggerate the importance of studying English in Algeria. It promotes cross-cultural conversation, improves communication abilities, and opens doors to international possibilities. The use of efficient teaching techniques is essential for promoting language learning. However, the chapter provided some challenges EFL learners face in comprehending their linguistics lectures. In summary, there are significant benefits to learning English even if the process might be challenging. Through embracing language acquisition as a means of achieving both personal and professional development, people and society may fully realize the advantages of English competence in an increasingly interconnected world

Chapter two

Mind Mapping

Chapter two: "mind mapping"

Introduction

Creating a learning environment that engages students throughout their educational journey is continuously difficult and rarely uncomplicated. A mind map is a visual representation used to organise and order information in a way that connects with the brain, making it entertaining and easily understandable. This chapter seeks to contribute to the scholarly discourse surrounding the utilisation of mind mapping as a powerful cognitive tool and provides the fundamental guidelines of mind mapping, starting with its founder.

Mind Mapping

Mind Mapping is a graphic strategy that was first found by Tony Buzan. Mind mapping, often referred to simply as a mind map, is a versatile approach to note taking that condenses information onto a single page. By utilising visual and sensory cues, it facilitates the organization of interconnected ideas in a coherent manner. This method harnesses the power of visual imagery and other graphic elements to imprint concepts on the mind (Mento et al., 1999; Uysal & Sidekli, 2020). Essentially, it serves as a creative tool for capturing and visually representing complex information, thereby enhancing comprehension and retention. Through the use of colors, symbols, and spatial arrangement, mind maps transform abstract concepts into tangible and memorable representations, making learning and information processing more efficient and enjoyable.

Buzan, as cited in Roebuck (2012), suggests that mind mapping offers a notable advantage over alternative note-taking methods by avoiding the risk of inducing a "semi-hypnotic trance"

State. Additionally, Buzan contends that mind maps engage a comprehensive range of both left and right cortical skills, fostering brain equilibrium. Roebuck (2012) further asserts that, when utilized with written material, mind maps serve as a highly effective study technique.

According to McGriff, "mind maps are a great tool for organizing knowledge and empowering students to understand the main ideas and concepts in readings, lectures, and other educational materials" (2000:9). There are many different names for mind maps. Concept maps, semantic maps, knowledge maps, think connections, graphic organizers, and cognitive maps are some names for them. (Svantesson, 1989).

When learning, the mind spontaneously forms mental blocks, which serve as the foundation for mental maps. This emphasizes the significance of matching instructional approaches to the workings of the human mind for maximum success. Mind maps aid in this process by offering a visual representation of abstract ideas. Mind maps imprint themselves on the mind for long periods of time by translating dull or difficult thoughts into vivid and unforgettable imagery. This shift from abstract to visual not only improves comprehension but also promotes long-term memory. According to Muraya and Kimamo (2011), the visual character of mind maps transforms dull concepts into vivid visuals that stick with the learner, assuring a long-term influence. A mind map is a formidable visual tool that offers a universal key to unlocking the brain's potential, according to Knee (2013, p. 183). It combines all of the intellectual skills in one potent way, including word, picture, number, logic, rhythm, color, and spatial awareness. It consequently grants the ability to freely explore the infinite parts of the brain. This explores the idea that mind mapping is a significant new method. Furthermore, mind mapping is an effective method that helps learners illustrate their ideas and thoughts. Another definition of mind Mapping is the visual illustration of concepts, which are often produced through brainstorming and reflection. It is mostly meant to provoke thinking since it illustrates the

concepts that are formed around a main issue and how they relate to one another. (Buzan, 2002).

According to Hedge (1998: 30), creating a mind map might be a method for taking notes before writing; that is, brainstorming and then refining ideas as the mind connects them. Thus, it's common knowledge that thought mapping may help learners begin writing assignments.

Mind mapping is a visual organizer where smaller categories are shown flowing outward from a core concept. It is a universal skill that applies to all subjects and ability levels. A teacher can utilize it to improve learning because it is a visual tool that can be used to produce ideas, take notes, organize thoughts, and develop concepts. It is beneficial as an illustrative tool for visuallearners.

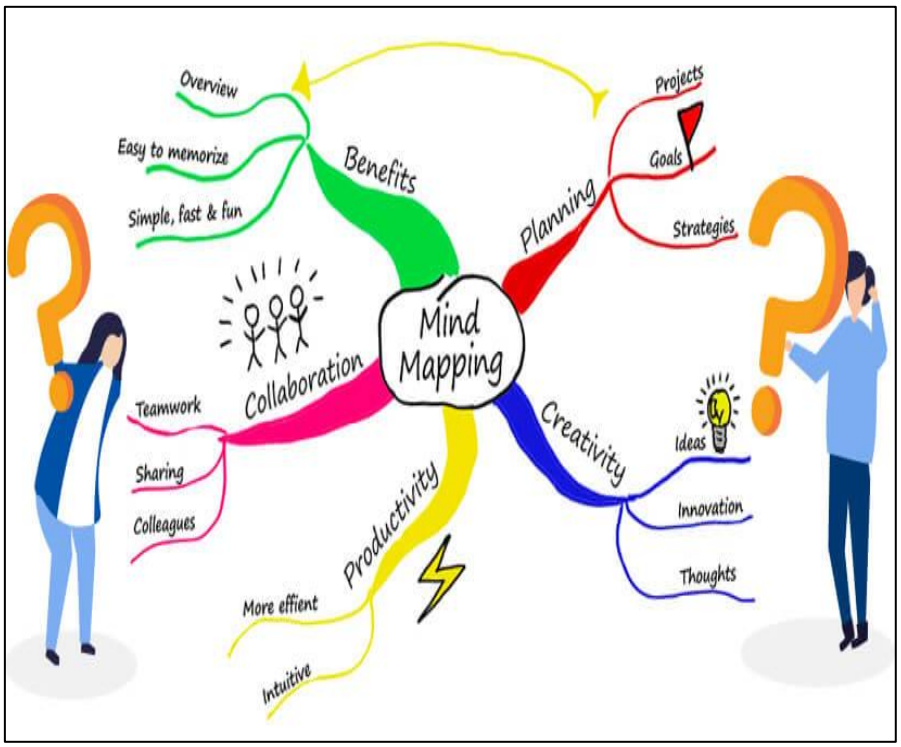


***Figure*01**:*exampleof mind* mapping from *the book by T. Buzan*

From the previous explanation, it is clear that mind mapping is a diagram that is meant to show words, concepts, assignments, or other elements that are drastically organized around a primary word or idea. Mind maps are tools that help with learning, organization, problem solving, and classification. They may be used to produce, visualize, structure, and classify ideas.

The Founder

Tony Buzan, a multifaceted individual, wears many hats as a researcher, educator, consultant, and prolific author renowned for his bestselling works, including "Use Both Sides of Your Brain," "Use Your Head," and "The Mind Map Book," each of which has sold millions of copies. He captivates audiences globally through his engaging lectures on topics ranging from the intricacies of the brain to memory techniques, intelligence enhancement, speed reading, and effective learning and teaching methods. His groundbreaking insights have reached far and wide, with his publications spanning across more than 100 nations and being translated into over 30 languages, making him a truly influential figure in the field of cognitive science and education.

Figure02: Tony Buzan the Founder of mind mapping

Characteristics of Mind Mapping Strategy

The three fundamental principles of mind mapping are association, imagination, and simulation**.** Budd (2003) outlines four primary characteristics of mind mapping:

1. Every mind map begins with a central picture, typically representing the main theme or idea. This central point is often depicted using an image because visuals aid the brain in generating ideas more readily.
2. Ideas within the mind map radiate outward from the central topic or image as branches, each representing a sub-topic. These branches vary in size, and connecting words are employed to reinforce the relationships with the main topic.
3. The final configuration of the mind map forms a hierarchy of interconnected ideas. Palmberg (2011) asserts that our consciousness inherently examines the connections between various elements, leading the mind to construct a symbolic image representing the structure.
4. Each branch of the mind map features keywords or colorful images linked to one another. It is advisable to incorporate images throughout the entire mind map. Traditional outlines often lack color, whereas the utilization of color is pivotal in designing mind maps. Specifically, many mind maps assign a unique color to each major topic to aid in organization. Additionally, each branch employs a single keyword, avoiding phrases or sentences.

Moreover**,** Buzan (1974) highlights four key features of mind maps:

1. Beginning with a central image representing the core topic or primary concept under exploration.
2. The major ideas flow from the core picture, like tree branches.

3. Each branch incorporates a keyword or key image carefully integrated along its lines, facilitating mnemonic connections.
4. The branches have a connected structure.

Guidelines for developing Mind Mapping

Buzan's (1974) book "The Ultimate Book of Mind Maps" provides the following seven methods for creating a mind map:

1. Start your mind map at the center of a horizontally oriented piece of blank paper. Why? Because starting from the middle allows for the spontaneous spread of ideas in all directions, it promotes a natural and unrestricted presentation of concepts.
2. Choose an image or picture to represent your key notion. Why? Because visual representations may express meaning more clearly than words alone, they promote creativity and imagination. A focal picture piques curiosity, improves focus, assists concentration, and encourages cognitive engagement.
3. Colored mind mapping improves productivity, efficiency, and creativity.
4. The mind mapper should connect the primary image with certain branch information. The core branches of a mind map facilitate memory and comprehension of concepts.
5. Instead of drawing a straight line, use a bowline to link the branches. This approach emulates the natural spread of tree branches, resulting in a more organic and spacious form.
6. Incorporate a key phrase into each branch to spark the creative process in the brain. These keywords serve as catalysts, encouraging the mind to turn them into new and unique thoughts.

7. Whenever possible, add images inside the branches. This visual feature activates both sides of the brain, increasing creativity and understanding. Remember that a picture is extremely valuable since it conveys meaning and depth that cannot be expressed in words.

Mind Mapping Laws

Mind Map Laws aim to promote mental freedom rather than constrain it. It is crucial to distinguish between order and rigidity, as well as freedom and disorder. All too frequently, order is viewed as inflexible and limiting. Freedom is sometimes misconstrued as chaos and a lack of organization. Mind Map Rules enable mind mappers to generate order from chaos, resulting in full mental freedom. These laws are divided into the laws of technique and the laws of layout.

1-Laws of technique: use emphasis, use association, and be clear. Also, 2-Laws of Layout: Use hierarchy and use numerical order.

Laws of technique:

Use emphasis

Emphasis is important for improving memory and creativity. Interestingly, the approaches used for focus may also be used successfully for association, and vice versa. Buzan (1994, p. 97-100) describes how to achieve attention inside a Mind Map by strategically utilizing various things and strategies. These strategies not only increase the prominence of individual pieces, but also make it easier to create meaningful links between diverse concepts on the map**.**

- **Always use central image**

Images have a remarkable ability to capture both visual attention and cerebral involvement. They naturally promote the formation of connections between concepts and are effective memory aids. As a result, when a word is used as the center image in a Mind Map rather than a picture, it may be enhanced to create a three-dimensional illusion. This may be achieved by adding shade, using a range of colors, or adorning it with eye-catching text. Elevating the visual display of the primary word not only makes it more appealing and memorable, but it also improves its ability to stimulate cognition and facilitate memory recall.

- **Use images throughout the mind map.**

Using images across the mind map has various benefits. For starters, it improves concentration by giving visual anchors for crucial concepts, which direct attention and guide the viewer's understanding. Furthermore, using visual aids activates both the right and left sides of the brain. The visuals excite the right hemisphere, which is responsible for visual processing and creativity, and the accompanying words or labels engage the left side, which is connected with language and analytical thinking. This balance of visual and verbal cortex skills encourages comprehensive cognitive processing, allowing for greater in-depth study and representation of concepts. Furthermore, the presence of images enhances visual perception by providing a multisensory experience. Visual stimuli are processed and maintained more quickly and efficiently than text alone, resulting in better understanding and memory recall. Furthermore, visuals may explain complicated ideas or relationships more effectively than words, resulting in faster comprehension and deeper engagement with the subject.

- **Use three or more colours per central image.**

Colors help to stimulate memory and creativity while also making visuals more appealing. When we view vivid visuals, our brains become more engaged and attentive because colours may elicit a wide range of emotions and connections. For example, the colour red may generate thoughts of brightness or urgency, whereas blue may express a sense of relaxation or serenity. This emotional link to colours makes colour-coded information more unique and memorable than colourless visuals, which might be seen as drab and uninteresting.

Furthermore, colours have the ability to boost creativity by motivating alternative cognitive processes and sparking novel thoughts. Artists frequently utilize colour intentionally to generate distinct emotions or express specific ideas in their work. They can successfully express their desired moods or themes by capitalizing on colours' psychological influence.

Monochrome visuals, on the other hand, may struggle to catch the brain's attention due to their restricted colour palette. While they can be effective in some settings, they may lack the visual stimulation and psychological impact that vivid visuals have.

- **Use dimensions in images and words:**

The addition of dimensions to mind mapping may significantly enhance memory retention and map effectiveness. Adding depth and spatial order to the map creates a visual hierarchy that highlights essential phrases or concepts. This graphic hierarchy helps to highlight key information, making it simpler to recall. Furthermore, three-dimensional mind maps can be more interesting and dynamic, enabling active investigation of the data. Dimensional mind mapping, which appeals to several senses and allows for creative expression, can help learners grasp and remember complicated information.

- **Use variations in printing, line, and image:**

Changing the scale of text in a document or mind map is a simple but effective approach for conveying hierarchy and emphasizing important topics. When specific words or phrases are printed at a larger size, they quickly capture attention and indicate their significance in comparison to other objects. This strategy helps readers, viewers comprehend the structure of the material, and which aspects are most important.

By raising the size of specific items, you successfully add emphasis, emphasizing their significance in the reader's mind. This focus not only improves comprehension of the information hierarchy, but it also increases memory. When we focus our attention on larger, more prominent writing, our brains are more likely to encode that information in memory. As a result, those stressed parts are easier to recall later. Furthermore, using a variety of text sizes adds visual appeal to the document or mind map, making it more engaging and appealing to viewers. This visual attraction can improve knowledge and memory by encouraging active involvement and investigation.

- **Use organized spacing.**

A well-structured mind map relies on organized space to provide clarity and facilitate the transfer of ideas. Every element on the map is deliberately positioned and given adequate space, allowing for a clear interpretation of the hierarchy and links between concepts. This spacing not only helps to convey the significance of essential concepts through size differential, but it also helps to categories similar topics by grouping them together with proper space. Consequently, viewers may easily browse the mind map, assimilating information without feeling overwhelmed by chaos, improving reading and understanding.

Furthermore, appropriate spacing enhances the visual attractiveness of the mind map, capturing readers' attention and adding a feeling of professionalism to the presentation. A well-organized layout with enough spacing demonstrates attention to detail and improves the overall user experience. Mind mappers that engage in ordered spacing ensure their maps are both instructive and visually appealing, making a lasting effect on the viewers.

Use Association

Memory and creativity rely on association, which complements the brain's language function. It enables people to dive deeply into issues and make sense of their experiences. As the brain's integrating process, association is critical for memory retention and comprehension. Mnemonic techniques, visuals, narratives, and analogies can all be used to make associations more successful. These strategies improve memory and understanding by giving memorable signals, making concepts concrete, activating emotions, and simplifying complicated ideas. Individuals can better go through knowledge and stimulate creativity by using associations. (Buzan, 1994, pages 100–101)

- **Use Arrows:** Arrows on a mind map act as visual cues, directing the eye to link and integrate various portions of the map. This improves mobility among branches, which aids in memory, recall, and retrieval. As the eye follows the arrows, it promotes flexibility in mental processes and strengthens connections between concepts. This visual signal also improves mnemonic memory, making it simpler to recall information. In essence, arrows promote engagement and coherence within the mind map, resulting in improved comprehension and retention of information.
- **Use Colours:** Colour has an important function in improving the efficacy of mind mapping. When used wisely, colour not only enhances visual appeal but also allows for

Faster access to information and improves memory retention. By assigning different colours to distinct branches or categories inside the mind map, the mind mapper may establish a clear visual hierarchy, making it simpler to organize complicated information and explore the map effectively. This colour-coding technique acts as a visual signal, helping mind mappers easily recognize and recall certain thoughts or themes.

Furthermore, the use of color activates cognitive processes, enhancing interest and improving memory retention. The brain associates colour with emotions and meanings, resulting in deeper information encoding. As a result, colour-coded information is easier and faster to recall. In conclusion, including colour in mind maps not only increases their visual appeal but also their utility, making them great tools for comprehending and storing knowledge.

- **Use Codes:**

Codes are invaluable tools for mind mappers, enabling quick connections between disparate parts of a mind map regardless of their placement on the page. They also streamline the mapping process, saving considerable time. For example, a mind mapper might employ a range of simple codes across their notes to represent recurring elements like people, projects, or processes. These codes bolster categorization and hierarchy by using colours, symbols, shapes, and images. They can even be utilized to link external source materials, such as biographical references, to the Mind Map. Codes can take various forms, from basic ticks, crosses, circles, and triangles to more intricate designs.

Consider a scenario where a student is organizing their study notes using a mind map. They could utilize various codes to streamline their understanding and facilitate quick access to key information. For instance, the student might use a blue highlight to indicate important

concepts, a red asterisk to mark potential exam questions, and a green checkmark to signify topics they have

Mastered. Additionally, they could use symbols like arrows to show relationships between different ideas or concepts. By incorporating these codes, the student can enhance the structure of their mind map and improve their ability to recall and review information efficiently.

Be Clear

Prioritizing clarity in mind mapping is critical for improving memory retention and the user experience. Scribbled notes lack organization and consistency, which impedes effective learning. Users can improve their understanding and retention of knowledge by creating a clear and well-organized mind map. Clear writing techniques include readable handwriting, regular spacing, and logical arrangement. Furthermore, the strategic use of colours, symbols, and images improves visual appeal while reinforcing important themes. Finally, clean mind maps are not only more appealing but also useful instruments for successful learning and memory development. (Buzan, 1994, pp. 101–103).

- **Use only one key word per line:**

When a mind mapper chooses a single key word per line, each word is open to a variety of interpretations and connections. This method fosters a comprehensive examination of the meaning of each phrase, resulting in greater preparation for new ideas and concepts. Focusing on individual words keeps the mind open and responsive to new notions, allowing for a more dynamic and flexible thought process. This strategy simplifies the investigation of complicated topics while encouraging creativity and innovation. Each word acts as a catalyst, creating related thoughts and leading to a better grasp of the subject. Simplifying things into

single words frees the mind to explore new connections and perspectives without being constrained by long phrases or sentences.

- **Print all words:**

The different forms of printed letters make them easy to recognize and remember. They foster brevity, which leads to succinct exposition of thoughts. Additionally, employing both upper and lower case letters allows for more subtle emphasis in mind maps. Capital characters can emphasize key words or headers, but lowercase letters might imply supporting information or subtopics. Overall, written letters help with clarity and structure, increasing the efficacy of mind mapping.

- **Use only one key word per line.**

Placing one word per line in a mind map allows the mind mapper to explore several meanings and associations for each word. Furthermore, this arrangement guarantees that each word is linked to the phrase or image on the following line, allowing for a continual flow of interlinked thoughts. By enabling each word to stand alone and be linked to neighboring notions, the mind is free to explore new ideas and develop creative connections between different concepts. This method promotes a dynamic and fluid cognitive process, allowing the brain to produce new thoughts and viewpoints.

- **Make line length equal to word length.**

This idea simplifies the process of organizing words together, facilitating linkage between similar concepts. Additionally, it saves space, allowing mind mappers to include more information in their mind maps. Furthermore, when words and lines are of the same length, they seem more

Visually consistent and link easily with neighboring words and images. This consistency improves the overall usefulness of the mind map by increasing clarity and facilitating the flow of ideas across it.

- **Connect lines to other lines and major branches to the central image:**

The connecting lines of a mind map act as channels for connecting and organizing thoughts in the mind. These lines may be turned into arrows, curves, loops, circles, ovals, triangles, and other shapes, allowing the mind mapper to unleash his or her boundless creativity. The mind mapper may use various shapes to graphically express different sorts of links and connections between concepts. This flexibility enables the presentation of complicated thoughts and improves communication within the mind map. Finally, the adaptability of connecting lines improves the efficacy of the mind mapping process, allowing for more thorough investigation and representation of concepts.

- **Make the Central Lines Thicker and Organic:**

The thickness of the centerlines in a mind map acts as a visual cue, indicating to the mind mapper that the information represented along these lines is critical. After creating the mind map, the mind mapper can emphasize the importance of key concepts by thickening the lines linked to them. This strategy helps to priorities and emphasize important topics, making them easier to understand and recall.

Furthermore, using curved lines in mind maps increases visual appeal and engagement. Unlike straight lines, which might look stiff and boring, curving lines bring movement and energy to the map, exciting the brain and reducing boredom. The organic flow of curving lines replicates

Natural thought processes, allowing for a more natural and creative exploration of concepts inside the mind map**.**

- **Keep your Paper Placed Horizontally in Front of You:**

Choosing a horizontal (landscape) format in mind mapping gives the mind mapper more freedom and room to create the map than a vertical (portrait) position. This wider canvas enables for a more complete portrayal of concepts and relationships, including larger maps without losing clarity or readability. A horizontal mind map is also simpler to read because written language is naturally left-to-right in many cultures. It also follows the flow of thinking and reading patterns, making it easier for users to explore and understand the map's information. Overall, the horizontal arrangement provides practical benefits in terms of space and clarity, which improves the effectiveness of mind mapping

- **Keep your printing as upright as possible.**

Maintaining an upright printing style in mind mapping allows the brain to easily access the written concepts on the page. This approach applies not only to the orientation of the text but also to the angle of the lines on the map. By keeping the lines as close to horizontal as possible, the mind mapper makes the mind map simpler to read and traverse. Horizontal lines match with the natural left-to-right reading pattern, improving map clarity and allowing for a smooth flow of information. This use of horizontal alignment improves the mind map's accessibility and understanding, hence increasing its overall efficacy as a visual tool for organizing and transmitting thoughts.

Layout Laws

According to Buzan (1994), layout laws can be summarized in the following two elements:

- **Use Hierarchy:**

A mind map's form and structure have a considerable impact on its practical use and the effectiveness with which the mind mapper engages with it. The mind mapper improves brain capacity by organizing knowledge hierarchically and categorically, especially in terms of memory retention and recall. A well-structured mind map provides a clear framework for arranging complicated thoughts, making it easy for the mind mapper to go through and understand the links between diverse concepts. Furthermore, using hierarchy and classification helps to prioritize information, emphasize crucial points, and enable effective memory encoding. This structured method improves the brain's capacity to receive and retain information by offering a well-organized framework for learning and comprehension. Overall, mind maps' deliberate form and purposeful use of hierarchy and classification are critical to enhancing their accessibility and efficacy as cognitive tools.

- **Use numerical order:**

When a mind map serves as the basis for a specific task, such as making a speech, writing an essay, or creating an exam answer,it is helpful to express ideas in a certain order to ensure clarity and coherence. To guarantee a logical flow of information, concepts may be arranged chronologically or in order of significance. Furthermore, numerical order gives an easy way to organise branches, allowing the mind mapper to assign a sequence to each concept.

This strategy provides good time management and emphasis allocation, ensuring that each branch receives the attention it requires. Furthermore, letters of the alphabet can be used instead of numbers, providing another methodical approach to sorting and structuring the mind map's material.

Digital Mind Mapping

In today's digital age, the widespread usage of pen and paper for mind mapping faces difficulties. Because it takes so long, elaborate handwriting is no longer popular. As a result, digital mind mapping technologies have emerged as more effective alternatives. While handwritten notes and conventional teaching methods are still widely used in classrooms, the emergence of digital platforms has transformed knowledge organization and distribution. Digital mind mapping software has several benefits over pen and paper versions. First, it overcomes limits like physical space and handwriting readability. Students may easily reorganize material by clicking and dragging, which eliminates the need for manual rewriting. This flexibility improves the depth and clarity of knowledge webs, which is a unique feature of digital mind mapping.

Additionally, digital mind maps facilitate sharing and cooperation. They may be saved as files, sent via email or social media, and augmented with hyperlinks, video clips, and photos to increase interaction. These multimedia features not only make studying more enjoyable but also help students retain more knowledge. Digital mind maps overcome the constraints of pen and paper mind maps, such as physical space and handwriting readability. Students may restructure information via clicking and dragging rather than revising notes. Mind mapping allows for reorganization, deepening, and clarification of current knowledge.

Reams (2013) suggests that software is superior to pen, paper, and word processors in terms of information retention. Digital mind maps boast greater ease in searching, editing capabilities, and organization compared to their paper counterparts. Nonetheless, brainstorming on paper offers its own distinct advantages.

Mind Mapping Software

Traditionally, mind maps were constructed using paper and pens, but current technology has transformed the process, allowing mind mappers to develop maps on computers. With technological breakthroughs, computers now have enough memory and software capabilities to create on-screen mind maps. Mind mapping software is an extremely useful tool since it provides a virtual whiteboard on which ideas may be freely pondered and rearranged as needed. This program provides a sophisticated and adaptable platform that functions as a dashboard for managing essential information, projects, resources, and procedures. Individuals may personalise their work style and increase productivity by using mind-mapping software. According to Frey (2010), this technology enables a thorough release of ideas, boosting both creativity and efficiency during the mapping process.

Davies (2011) said that computer technology greatly simplifies the mind-mapping procedure. There are several digital tools available to help create, organize, and save mind maps. Some of these software alternatives, such as Mind Note, iMind, and Mind42, include a variety of capabilities to enhance the mind-mapping experience. According to Vitulli and Giles (2016), these technologies benefit mind mappers by improving their workflow and providing greater flexibility in map construction and administration. Mind mapping software, also known as electronic mind mapping, can help mind mappers organize their work and create more clear and structured maps.

Mind Mapping in Education

- **Mind mapping as a teaching tool**

Sarah Edwards and Nick Cooper (2010) investigated the possibility of mind mapping as a useful teaching tool. They underlined that, while mind mapping is not widely used or regarded by educators, it may be efficiently employed by busy clinical instructors in practical and helpful ways. Their findings showed that mind mapping has several uses in clinical education and may be adapted for a variety of educational contexts. It is a flexible resource that helps with lecture preparation and study, enables rapid note-taking and review, and, most significantly, allows for easy information changes. Similarly, Vilela VV et al. (2013) showed how both students and teachers might incorporate mind mapping into teaching and learning processes, improving the quality and performance of medical education. They emphasized mind mapping as a technique that is simple to teach and understand and does not require any specialist equipment or large prices. Their research emphasized the accessibility and usefulness of mind mapping as an educational tool in medical education.

- **Mind mapping as an assessment tool**

Mind maps are useful not just as a teaching aid but also as an evaluation tool, as they can be assessed as a concrete piece of student work using preset criteria. It is critical that the rubric coincide with the topic's desired learning goals while also allowing for evaluation flexibility. D'Antoni, Zipp, and Olson (2009) established a scoring method for mind maps and studied their inter-rater reliability demonstrating a systematic strategy for evaluating this type of student work. Mind maps are often assessed based on their content and organization rather than their visual appeal. This guarantees that the evaluation appropriately represents the students' grasp and arrangement of material rather than superficial elements.

Furthermore, mind mapping is applicable in a variety of educational environments, including problem-based learning, small-group teaching, one-on-one sessions, test tools, and personal revision aids. This demonstrates the versatility and effectiveness of mind maps in a variety of educational contexts and activities.

The use of mind mapping

- Brainstorming Sessions: Mind maps provide a visually stimulating platform for brainstorming ideas. Students can quickly jot down their thoughts and ideas and visually see how they are interconnected.
- Visualizing Concepts: Complex concepts can be simplified and visualized through mind maps. This visual representation aids in understanding and retaining information.
- Improving Critical Thinking: Mind mapping encourages students to analyses information critically as they organize concepts and identify relationships between them. It fosters a deeper understanding of the subject matter.
- Decision-Making: Mind maps can be used as decision-making tools. Students can weigh options, list pros and cons, and visualise potential outcomes, helping them make informed decisions.
- Improving Reading and Writing Skills: By organizing information into a coherent structure, mind mapping helps students improve their reading comprehension and writing skills. It assists in summarizing texts and identifying key points.
- Advanced Research Papers: Mind mapping is invaluable for organizing research materials and outlining complex papers. It allows students to break down the research process into manageable sections and visualize the structure of their papers.

- Outlining Written Documents: Before diving into writing, students can use mind maps to outline their written documents. This helps them organize their thoughts, ensure logical flow, and identify any gaps in their arguments or narratives.
- Storyboarding Presentations: Mind maps can serve as a visual storyboard for presentations. Students can outline the structure of their presentations, organize key points, and plan the flow of content, resulting in more engaging and coherent presentations.
- Project Management: Mind mapping software offers tools for organizing tasks, setting timelines, and tracking progress, making it valuable for project management in educational settings. Students can break down complex projects into manageable steps and collaborate more effectively with their peers.
- Benefiting Student Achievement Levels: Mind mapping has been shown to benefit student achievement levels by promoting active learning, critical thinking, and creativity. By engaging with course material in a visual and interactive format, students are more likely to understand and retain information.
- Enhancing Thinking and Learning Skills: Mind mapping encourages higher-order thinking skills such as analysis, synthesis, and evaluation. Students must make connections between concepts, identify patterns, and generate new ideas, which enhances their cognitive abilities and deepens their understanding of the subject matter.
- Increasing Retention: The visual and interactive nature of mind maps can aid in memory retention. By organizing information spatially and associating it with visual signals, students can improve their recall of key concepts and facts, leading to better retention of course material.

The benefits of mind mapping in EFL classes

Mind mapping is an excellent brainstorming approach because it allows users to capture ideas as they come to mind without having to fit them into a hierarchical framework. This technique allows for the free flow of ideas and stimulates creativity without the requirement for immediate order. Once all ideas have been collected, they may be categorized and prioritized to allow for a more systematic approach to concept production and improvement.

Mind maps provide significant advantages over typical outline and presentation formats. Murley (2007) describes a mind map's radiating design as centered on the main topic or concept, with key subtopics organized closely around it. Similarly, sub-subtopics stay close to their own themes. This spatial layout keeps the broader picture in focus, making interconnections and connections between concepts more obvious and accessible. In essence, mind-mapping not only supports a more spontaneous and creative brainstorming process but also provides a visual framework that assists in comprehending the links and hierarchy of ideas, eventually improving clarity and helping decision-making and problem-solving**.**

Furthermore, mind mapping promotes greater flexibility than outlining, which stimulates students' inventiveness. This greater flexibility helps students to explore their ideas more freely and express them in novel ways. Mind mapping improves memory retention by displaying all connected concepts on a single map. Mind maps use pictures, symbols, and colors to emphasize relationships, providing clues in images that enhance memory recall. The creative features of mind mapping stimulate students' imaginations while also effectively capturing their attention. Mind maps' visual appeal, with their brilliant colours and intriguing structure, adds to students' enjoyment of the learning process. This visually appealing structure not only catches the eye but also stimulates the brain, making it simpler for learners to acquire and remember knowledge.

Thus, the advantages of mind mapping go beyond organization and comprehension, giving learners a dynamic and engaging tool for learning and storing knowledge.

Murley (2007) emphasizes the ease of comprehension connected with "maps" constructed using mind maps. This simplicity helps students save time and increase productivity. Unlike typical written outlines or text-heavy presentations, mind maps provide a visual format that is easier to understand and traverse. The visual architecture of mind maps enables pupils to immediately grasp the links between concepts and ideas, resulting in quicker information processing and comprehension. Furthermore, mind maps are extremely adaptable to various learning methods, making them very useful in English as a Foreign Language (EFL) classes. They can support a variety of learning methods, including visual ones. Visual learners, who absorb knowledge more efficiently through diagrams, charts, and other visual aids, benefit greatly from mind maps. For these kids, the visual representation of knowledge in mind maps improves understanding and retention since it corresponds to their preferred way of learning. Mind-maps encourage accessibility and inclusivity in the classroom by catering to a variety of learning styles, ensuring that all students can successfully engage with and grasp the subject. Al-Jarf (2011) suggests that mind mapping can improve learning outcomes. Visual learners find it an effective tool for organizing thoughts, guiding learning, and connecting ideas. According to Al-Jarf (2011), mind mapping can help students organize, prioritize, and integrate course content more effectively.

Conclusion

The second chapter introduced the concept of mind mapping and explored the effectiveness of mind mapping in learning. Mind mapping can help both educators and learners overcome learning difficulties and make it enjoyable by guiding students to explore their ideas through Note taking. It is also meant to encourage students and give them the

confidence to express their opinions. Furthermore, mind mapping allows learners to have a deeper understanding of the issue.

Chapter three

field work

Chapter three: field work and data analysis

Introduction

The current study was conducted to investigate the effectiveness of mind mapping in educational settings among third-year EFL learners at the University of Mohamed Kheider Biskra .Initially, we introduce the theoretical background of our research, outlining the adopted research methodology, the research approach, and the data collection method used to gather and analyze the findings. Following this, the focus shifts to the practical aspect of the study, specifically presenting and analyzing the data collected through a questionnaire administered to the students. The aim is to evaluate the hypothesis and gain insights into how mind mapping influences English language learning among third-year students. We next summarize, evaluate, and interpret the questionnaire answers, which serve as the foundation of our study. This thorough study allows us to investigate a variety of topics, including students' perspectives and satisfaction with mind mapping as a learning tool. Based on these data, we may make inferences regarding how effective mind mapping is for improving the learning of English. Furthermore, we provide recommendations for implementing mind mapping in the classroom to guarantee that students benefit from an ideal learning environment and to improve the efficacy of this unique teaching approach.

Research methodology

This section is dedicated to discussing the research methodology adopted for conducting the current study. It includes the research approach, data collection tools, sampling, and population. In addition, the statistical data of the study is introduced and illustrated in the form of tables and graphs to quantify all proceedings regarding the current study.

Research approach

The employed research approach in this study is mixed method approach, which integrates both quantitative and qualitative methods to investigate the effectiveness of mind mapping technique in learning English language.

Population of the study

We have randomly selected a sample of thirty students (30) in the Department of English and Literature at Mohamed Kheider University. These learners are third-year students. Selecting third-year students can have several reasons. Firstly, third-year students typically have a more solid foundation in their language studies, allowing for more assessment that is accurate and advanced learning techniques such as mind mapping. Secondly, by their third year, students have usually been exposed to a variety of learning methods and are better equipped to evaluate the effectiveness of these techniques. Thirdly, they are likely to face more complex and challenging coursework, where the benefits of mind mapping in organizing and retaining information might be more apparent. Additionally, they can be a good indicator of the future performance of the university.

Description of Students' Questionnaire

The student questionnaire designed for third-year students is a semi-structured questionnaire. The questionnaire incorporates a mix of open-ended and closed-ended questions. It is conducted online using Google Forms to create the questionnaire and collect responses directly into Google Sheets. It is divided into three sections.

Analysis of students' questionnaire

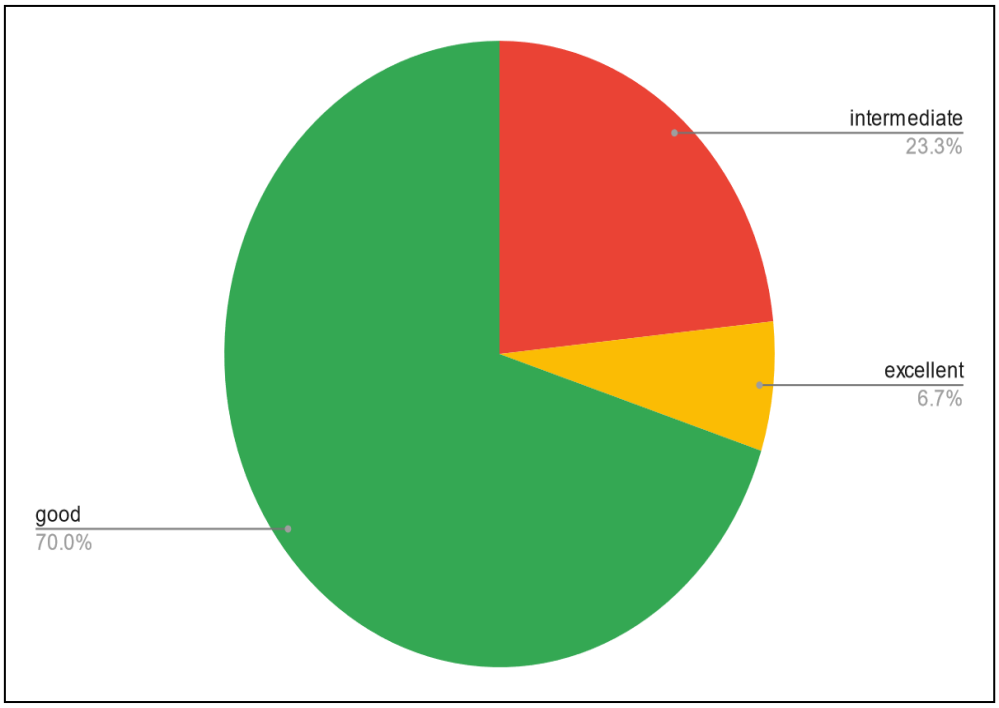
The answers provided by students are analyzed and illustrated as follows:

Section one: self-assessment of English proficiency

item1: How do you describe your level in English?

Options	subjects	Percent
Weak	0	0
Intermediate	7	23.3
Good	21	70
Excellent	2	6.7
Total	30	100

Table 1.Students' proficiency level.



Pie chart1.Students' proficiency level.

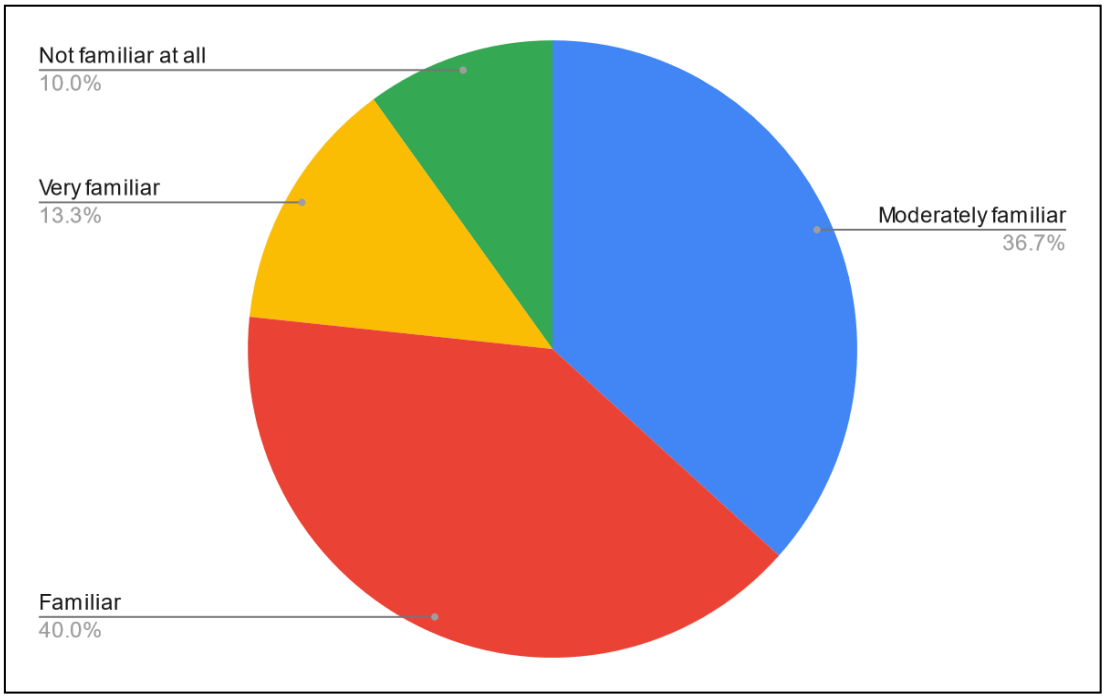
This table indicates that 21 of the students (70%) of the total population (N=30) claim to have a “good level” of English. Only two students (6.7%) consider their level in English as “excellent”. However, seven students (23.3%) assume that their level is “intermediate” and no one (0%) considers their English level to be weak. According to this distribution, most third-year students at Mohamed Kheider University self-assess their English proficiency as strong, and a significant number of them feel confident enough to rate their abilities as good, indicating that all students reached at least an intermediate level of proficiency by the end of their third year.

Section two: Application and perception of mind mapping in English learning

Item 2: how familiar are you with concept of mind mapping?

Options	**subjects**	**percent**
Not familiar	3	10
moderately familiar	11	36.7
Familiar	12	40
Very familiar	4	13.3
Total	30	100

Table 2.Evaluating Awareness of Mind Mapping.



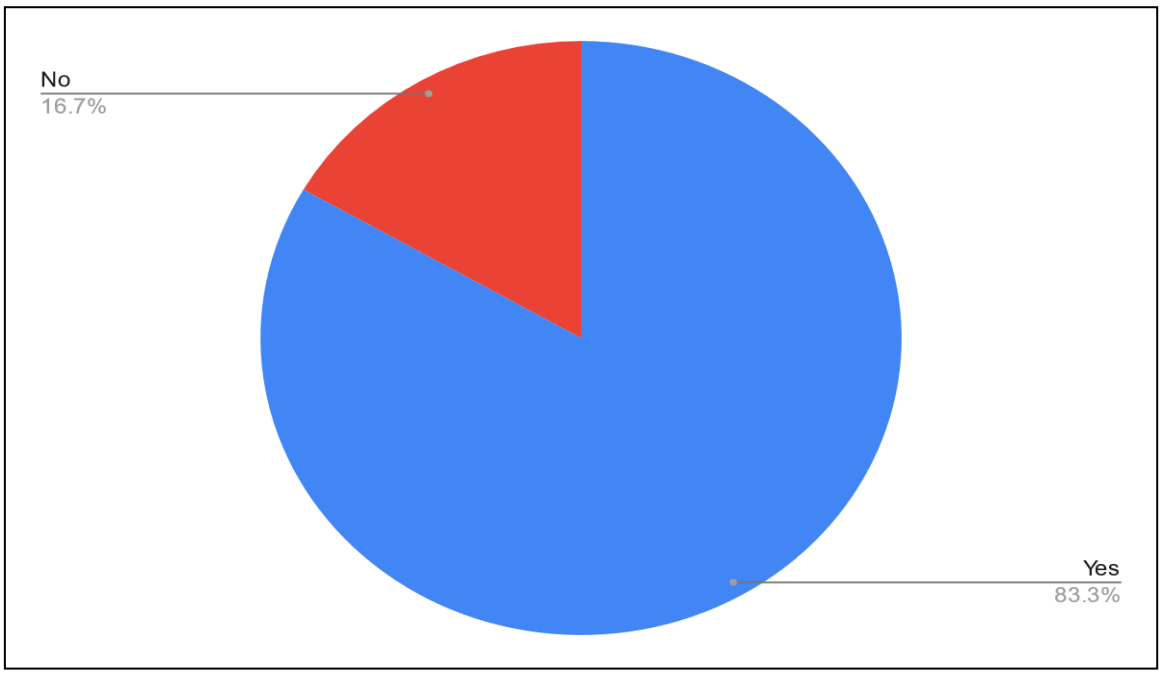
Pie chart 2.Evaluating Awareness of Mind Mapping.

Among a sample of 30 individuals, 40% (12 individuals) are familiar with the concept of mind mapping, 13.3% (4 individuals) are very familiar, 36.7% (11 individuals) are moderately familiar, and only 10% (3 individuals) are not familiar. This suggests that the majority are familiar with mind mapping, with a significant number (11 individuals) having a moderate knowledge. The comparatively low number of people who are highly knowledgeable (4 individuals) shows that there is need for more education on the subject, yet the tiny percentage who are not familiar at all (3 individuals) demonstrates that mind mapping is rather well-known within the population. Overall, there is a strong knowledge of mind mapping, with chances for further learning.

Item 3: Have you ever used mind -mapping techniques in English language training?

Options	Subject	Percent
Yes	25	83.3
No	5	16.7
Total	30	100

Table 3.Application of Mind-Mapping Techniques in English Language Training.



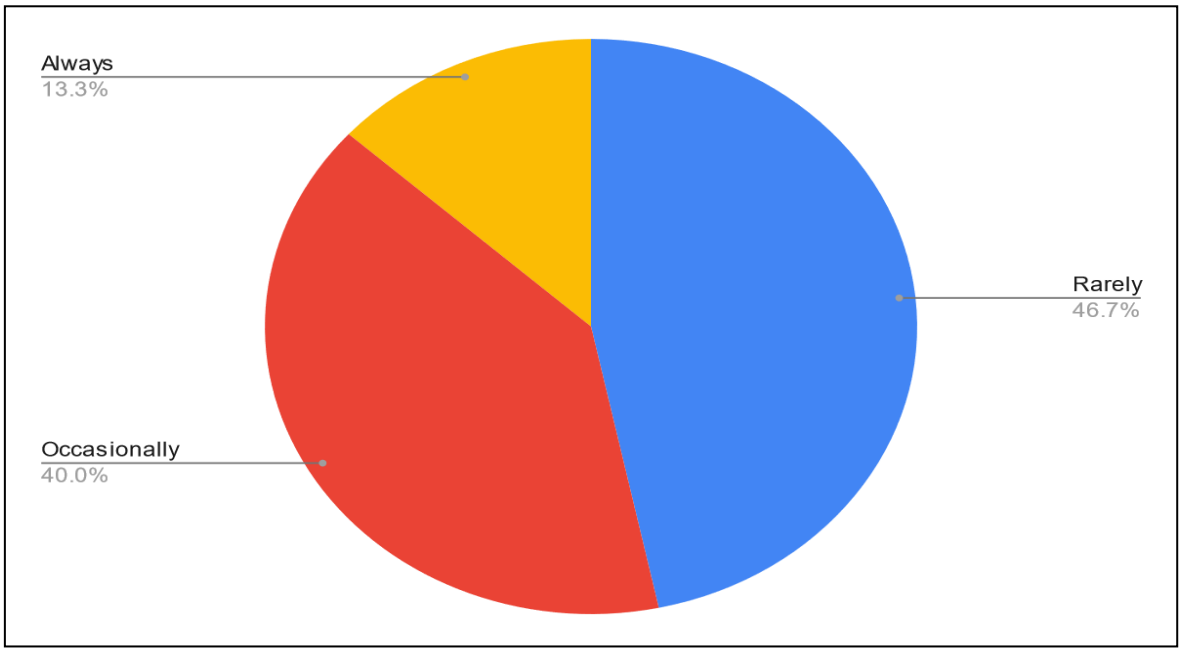
Pie chart 3.Application of Mind-Mapping Techniques in English Language Training.

Five (16.7%) of the sample of thirty people have never utilized mind mapping in their English language instruction, compared to 25 (83.3%) who have. The findings show that a large majority (83.3%) of respondents have used mind mapping in their English language instruction, indicating that it is a popular and well-recognized method in this context.

Item 4: If yes, how frequently do you use mind mapping?

Options	subjects	Percent
Rarely	14	46.7
Occasionally	12	40
Always	4	13.3
Total	30	100

Table4. Frequency of Mind-Mapping Technique Usage in English Language Training.



Pie chart 4.Frequency of mind-mapping technique usage in English language training.

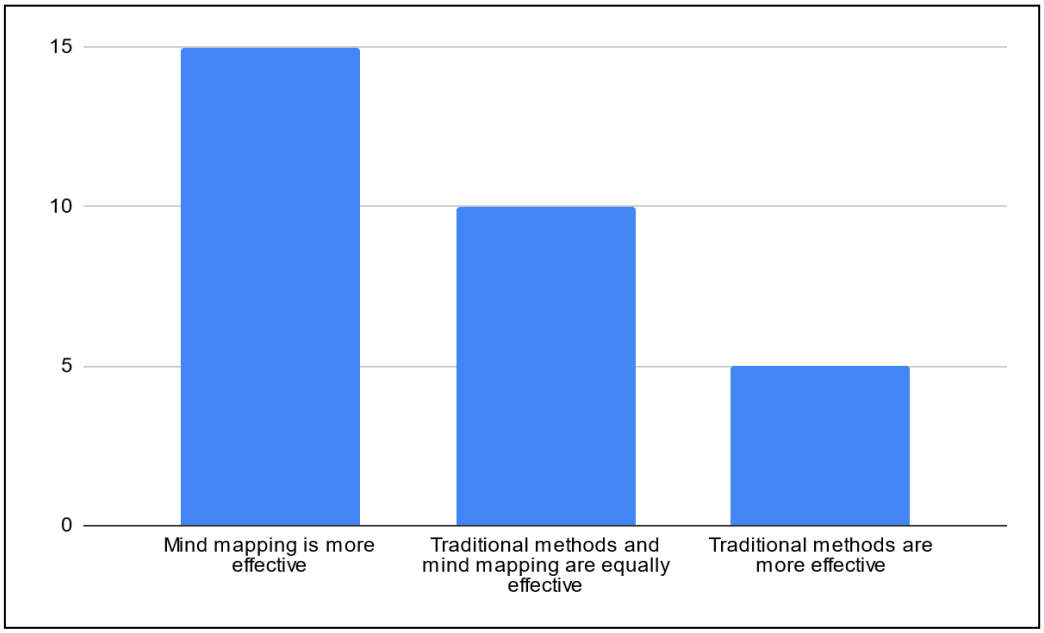
This distribution indicates that while mind mapping is recognized as a useful tool, its usage frequency varies significantly among students. A substantial portion of students, 12 (40%), use it occasionally, suggesting they find it beneficial for specific tasks or subjects. The small group that always uses mind mapping, 4 (13.3%) likely finds it integral to their study routine and highly

Effective across various contexts. On the other hand, nearly half of the students, 14 (46.7%), use it rarely, which may indicate a preference for other study methods or a lack of familiarity with mind mapping techniques.

Item5: How would you rate the effectiveness of traditional teaching methods compared to mind mapping in English language learning?

Options	Subjects	Percent
Traditional methods are more effective	5	16.7
Traditional methods and mind mapping are equally effective	10	33.3
Mind mapping is more effective	15	50
Total	30	100

Table5. Assessing Students' Preferences in Teaching Methods



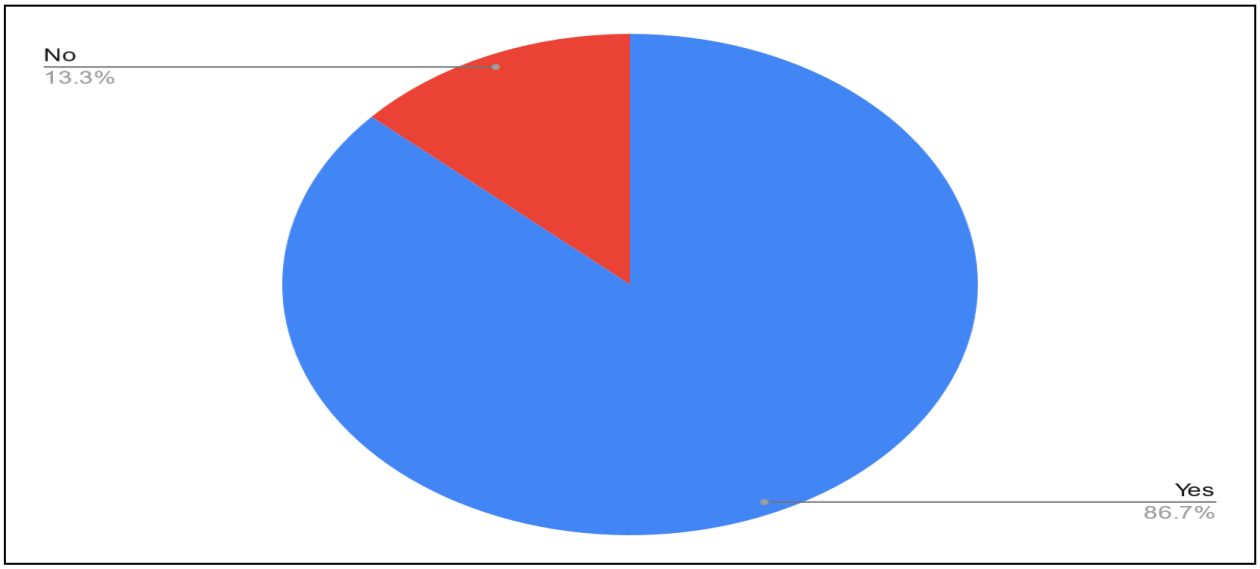
Bar chart 5.Assessing Students' Preferences in Teaching Methods.

In a sample of 30 individuals, 50% (15 learners) rate mind mapping as more effective than traditional teaching methods for English language learning. Meanwhile, 33.3% (10 learners) find traditional methods and mind mapping to be equally effective, and 16.7% (5 learners) believe traditional methods are more effective. The minority opinion favoring traditional methods could reflect a preference for more structured instruction or a lack of familiarity with mind mapping techniques.

Item6: Have you ever used mind-mapping techniques for memory retention?

Options	Subjects	Percent
Yes	26	86.7
No	4	13.3
Total	30	100

Table 6. Students Experience with Mind-Mapping for Enhancing Memory Retention



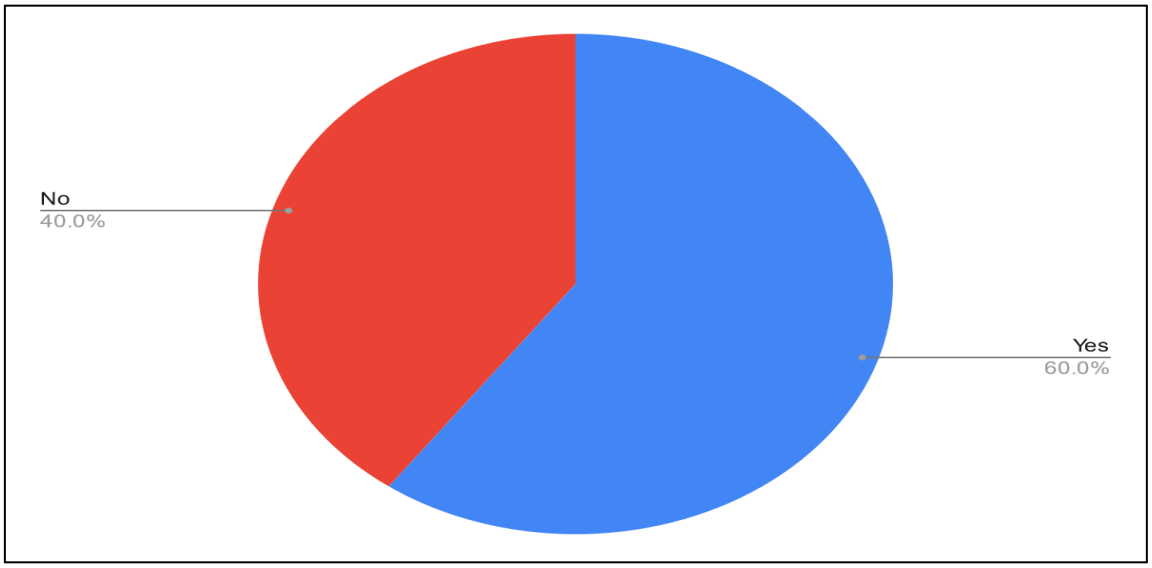
Pie chart 6.StudentsExperience with Mind-Mapping for Enhancing Memory Retention

Among a sample of 30 individuals, 26 (86.7%) have utilized mind-mapping techniques for memory retention, while four (13.3%) have not. This high adoption rate suggests that mind mapping is perceived as an effective method for enhancing memory.

Item 7: Have you been taught how to use mind mapping in a good way?

Options	Subjects	Percent
Yes	18	60
No	12	40
Total	30	100

Table 7.Teaching Mind Mapping.



Pie chart 7.Teaching Mind Mapping.

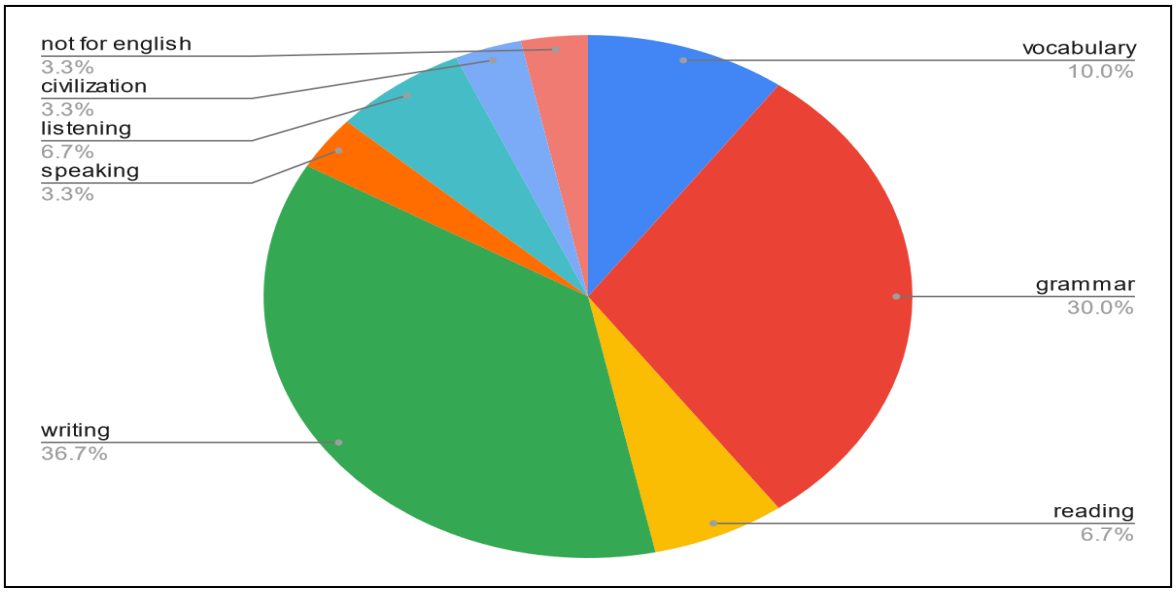
Out Of the thirty participants in the sample, eighteen (60%) said they had received instruction on how to use mind mapping successfully, whereas the remaining twelve (40%) said they had not.This suggests that most have had access to formal mind mapping training or instruction, which might explain their widespread and successful application.

Section three: Impact of mind mapping on English language skills

Item 8: What specific areas of English language learning do you use mind mapping for?

Options	Subjects	percent
Vocabulary	3	10
Grammar	9	30
Reading comprehension	2	6.7
Writing	11	36.7
Speaking	1	3.3
Listening	2	6.7
Civilization material	1	3.3
I didn't use it in English language learning	1	3.3
Total	30	100

Table 8.Applications of Mind Mapping in English Language Learning.



Pie chart 8.Applications of Mind Mapping in English Language Learning.

The data shows that mind mapping is used in many aspects of learning English, with the highest usage in writing (11 individuals, 36.7%) and grammar (6 individuals, 20%). Fewer individuals use it for vocabulary (3 individuals, 10%), reading comprehension (2 individuals, 6.7%), listening (two individuals, 6.7%), speaking (one individual, 3.3%), and civilization material (1 individual, 3.3%). A single individual (3.3%) did not use mind mapping for English learning at all. This variation underscores the flexibility of mind mapping as a tool adaptable to various learning objectives.

Item 9: How does mind mapping help you in understanding and remembering English grammar rules?

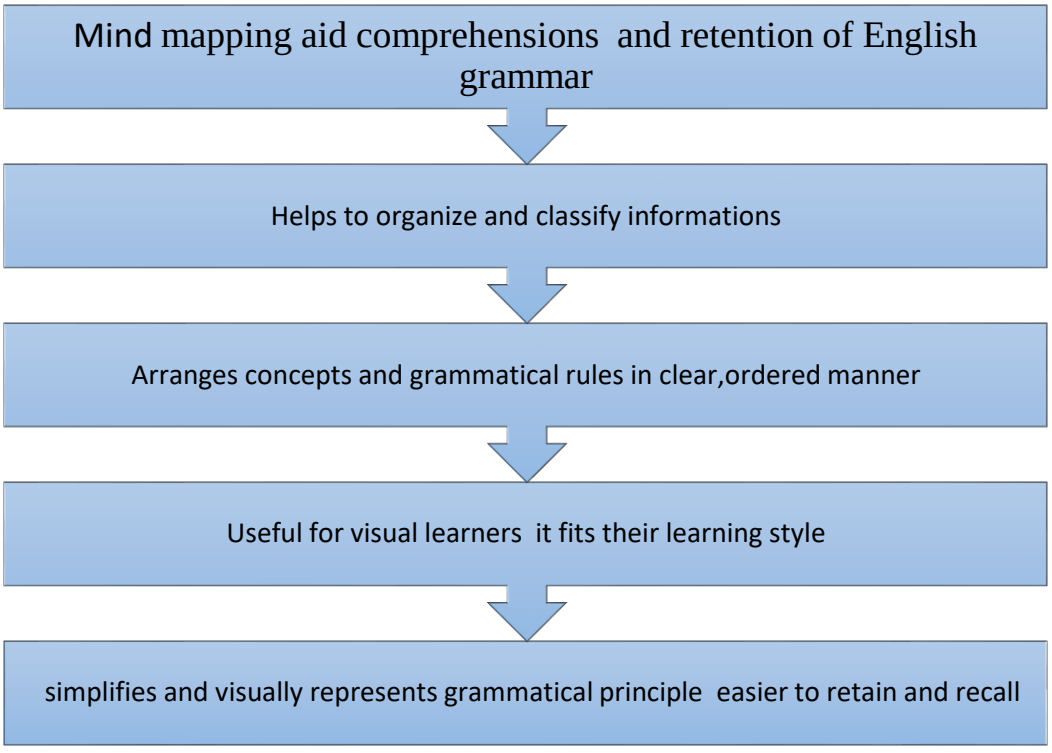


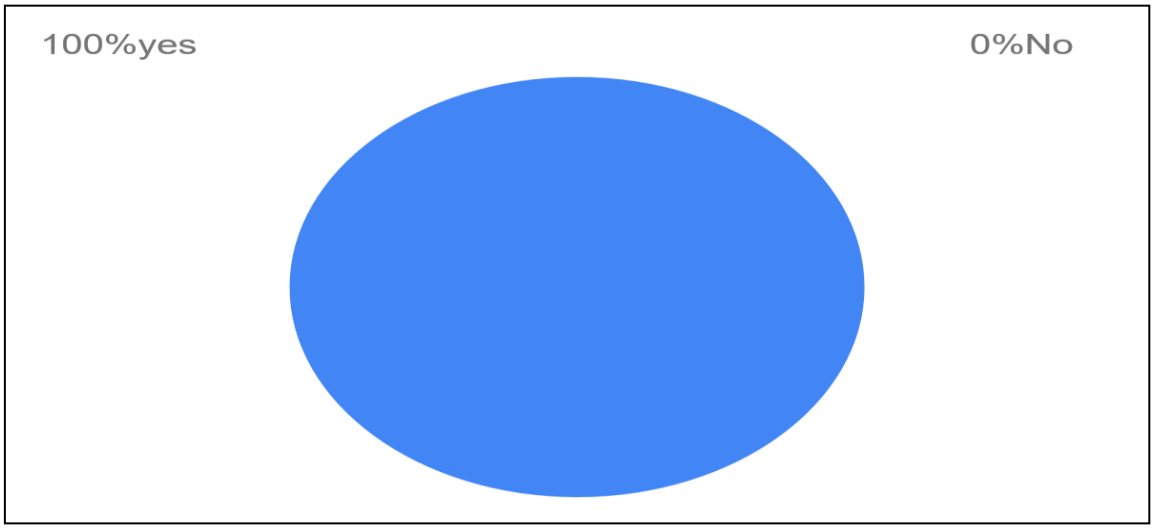
Figure 09. Diagram captures the main points about how mind mapping aids in understanding and remembering English grammar rules in five steps

According to the 21 replies, mind mapping aids comprehension and retention of English grammatical principles in a variety of ways. It helps to organize and classify information, simplifying complicated rules and making them more visually accessible. For many, it arranges concepts and grammatical rules in a clear, ordered manner, allowing for easier understanding. This strategy is very useful for visual learners since it fits their chosen learning style. Mind mapping simplifies and visually represents grammatical principles, making them easier to retain and recall. However, a few respondents stated that they use mind mapping mostly for writing rather than grammar, demonstrating its varied use in several aspects of language acquisition.

Item 10: do you think visual representations in mind maps help in better understanding English vocabulary and its usage in context?

Options	Subjects	Percent
Yes	30	100
No	0	0
Total	30	100

Table 10. The Role of Visual Representations in Enhancing Understanding of English Vocabulary and Contextual Usage



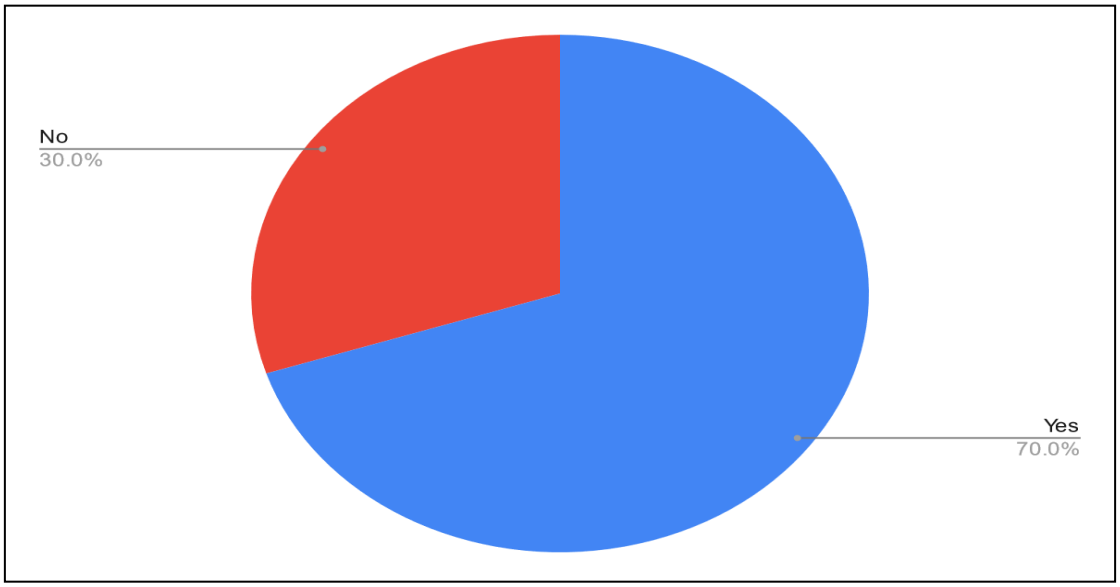
Pie chart 10.The Role of Visual Representations in Enhancing Understanding of English Vocabulary and Contextual Usage.

All 30 participants (100%) confirmed that mind maps with visual representations help people grasp vocabulary in English and how it is used in context, with none disagreeing with this idea. This strongly implies that everyone is in agreement on the usefulness of mind maps for improving comprehension in that field.

Item11: Do you find mind mapping more useful for certain types of information or tasks than others?

Options	**subjects**	**percent**
Yes	21	70
No	9	30
Total	30	100

Table.Tailoring Mind Mapping Techniques to Suit Different Types of Information and Tasks.



Pie chart 11.Tailoring Mind Mapping Techniques to Suit Different Types of Information and Tasks.

The research shows that while 30% of the sample (9 people) do not believe mind mapping differs in effectiveness across different domains, 70% of the sample (21 people) believe mind mapping to be more helpful for particular activities or types of information. It appears from this that most students believe mind-mapping works best kinds of knowledge.

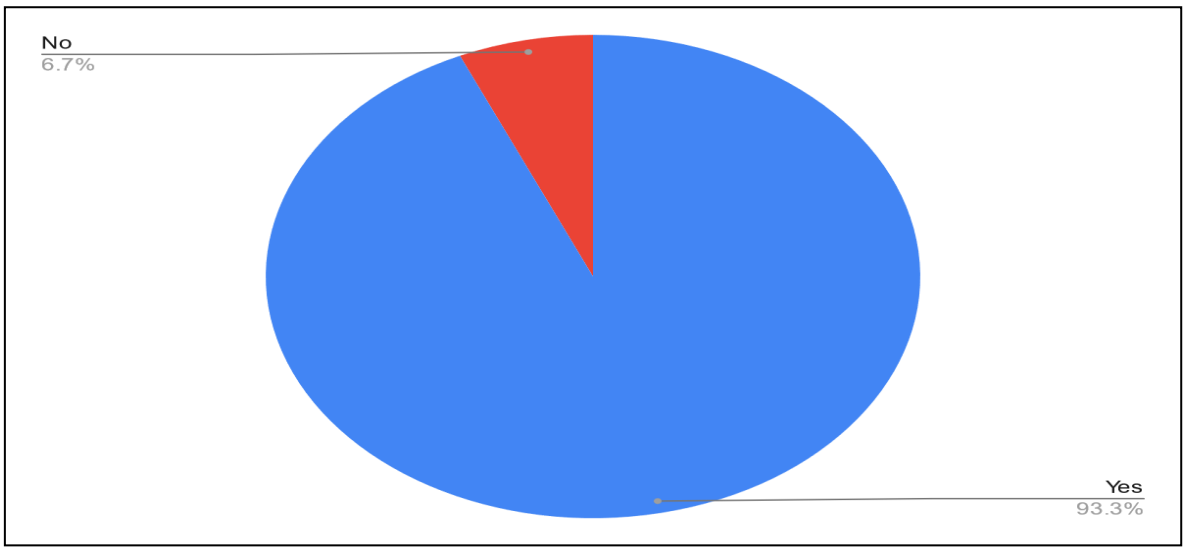
If yes, please specify

Those who found it helpful emphasized how well it organized and visualized ideas, promoted brainstorming, and improved creative thinking. They pointed out that mind mapping is very useful for memorizing and detailed content activities, such learning complicated languages, historical dates, and grammatical rules. It also helps with comprehension and memorization of material in disciplines like pragmatics, applied linguistics, and literary studies. Additionally useful for planning projects, managing writing assignments, and organizing problem solving in a variety of professions is mind mapping. Overall, by organizing information and creating more visually evident links, it enhances understanding and memory retention.

Item 12: Do you use any specific software or apps for mind maps?

Options	subjects	percent
Yes	28	93.3
No	2	6.7
Total	30	100

Table 12.Utilization of Software/Apps for Mind Mapping.



Pie chart 12.Utilization of Software/Apps for Mind Mapping.

The data indicates that 93.3% of the sample (28 individuals) do not use specific software or apps for creating mind maps, while only 6.7% (2 individuals) do. This suggests that the majority prefer traditional methods, such as hand-drawing mind maps.

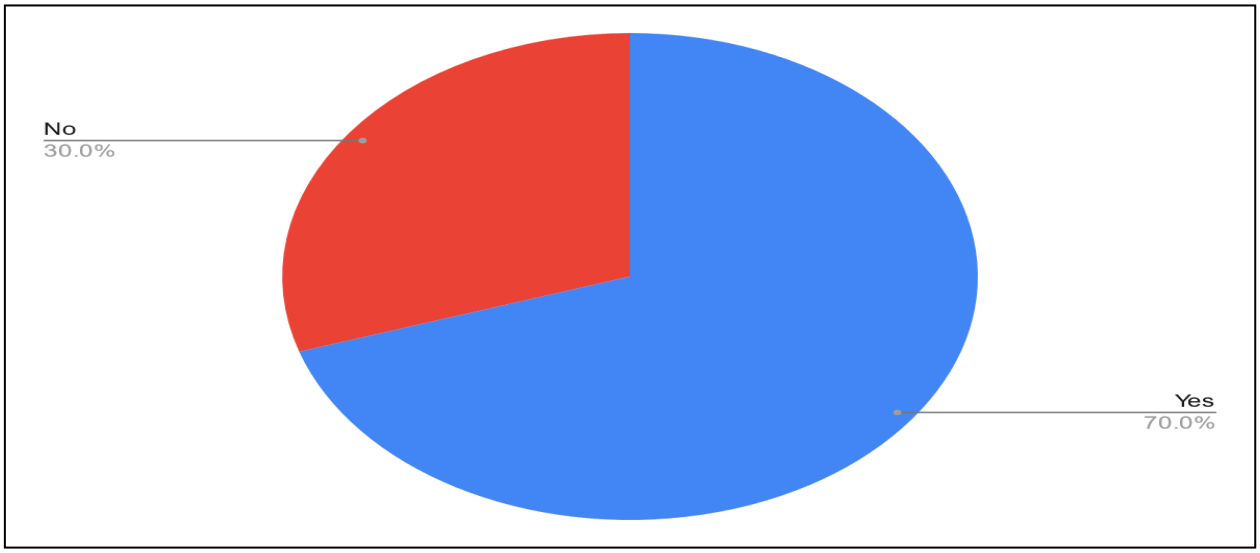
If yes, please specify

Among those who do utilize digital tools, XMind was the program recommended. This implies that, even though digital mind mapping tools are accessible, most students still prefer the familiar and personal quality of hand-drawn mind maps**.**

Item 13: Do you think there is a relationship between the process of learning English and mind mapping?

Options	subjects	percent
Yes	21	70
No	9	30
Total	30	100

Table 13.Exploring the relationships Between English Language Acquisition and Mind Mapping Techniques.



Pie chart 13.Exploring the relationships Between English Language Acquisition and Mind Mapping Techniques.

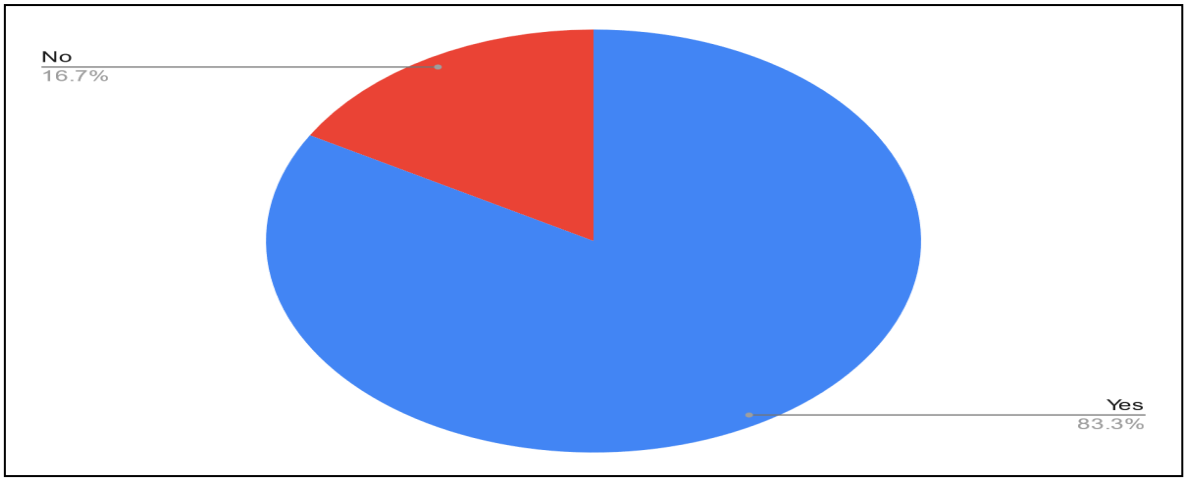
The data indicates that 70% of the sample (21 individuals) believe there is a relationship between the process of learning English and mind mapping, while 30% (9 individuals) do not. This suggests that a significant majority see mind mapping as a beneficial tool for learning English. The minority who do not perceive this relationship may not have experienced the benefits of mind mapping in their English studies.

How Those who identify this relationship point out that mind mapping helps organize and visualize English vocabulary, grammatical rules, and linguistic concepts, making them simpler to learn and retain. It helps students memorize new vocabulary and grammar rules, making the learning process more scientific, concrete, and sensory rather than abstract. Mind mapping also helps students think in English by graphically arranging linguistic concepts, which improves comprehension and retention. However, other respondents believe that the link between mind mapping and learning English is dependent on individual preferences and learning methodologies, because what works for one person may not work for another**.**

Item 14:have you noticed any improvements in your English language skills since incorporating mind mapping into your study routine?

Options	Subjects	Percent
Yes	25	83.3
No	5	16.7
Total	30	100

Table 14.Effects of Mind Mapping on English Language Proficiency.



Pie chart 14.Effects of Mind Mapping on English Language Proficiency.

The data shows that 83.3% of the sample (25 individuals) have noticed improvements in their English language skills since incorporating mind mapping into their study routine, while 16.7% (5 individuals) have not observed such improvements. The obtained results highlight the effectiveness of mind mapping as a tool for enhancing English language skills for most users.

If yes, please specify

The results show that mind mapping works well for most users as a strategy to improve their English language proficiency. Those who saw improvements reported the following advantages: Mind mapping helps organize ideas, improve comprehension and memorization of material, and greatly improve writing, speaking, listening, and reading abilities. By improving attention and demystifying intricate rules, it helps students understand the connections between words and sentences and improves their memory of the information being studied. Mind mapping aids in the remembering of forgotten data during tests. Students must organize, evaluate, and compare English knowledge points as part of the process, which encourages critical thinking. Learners can improve their understanding and language retention by making visual links between words and ideas.

Discussion and interpretation of the questionnaire results

The findings of the student questionnaire reveal that the third-year EFL students have strong self-assessed proficiency in English. This high level of confidence in their English abilities may be attributed to effective learning strategies. The data also shows that mind mapping is a familiar and popular tool among these students, indicating its acceptance as a valuable tool in language learning. However, the variation in how frequently students use mind mapping suggests that while they recognize its benefits, there may be room for further training and encouragement to make it an integral part of their study routines.

Many students see mind mapping as more successful than traditional teaching approaches for learning English, praising its capacity to organize and visualize linguistic ideas. This preference demonstrates the technique's effectiveness in improving understanding and retention. However, other children find conventional approaches equally or more successful, indicating that a mixed approach may best accommodate various learning preferences. Overall, the findings emphasize the relevance of mind mapping in language learning as well as the necessity for improved awareness and systematic integration of this approach into the curriculum in order to fully realize its benefits.

According to the obtained results, questionnaire-based analysis provided insights on the use and influence of mind mapping on memory retention, teaching, and other language learning abilities. Participants reported frequent usage of mind mapping strategies for memory retention, indicating their perceived benefit in facilitating knowledge recall. Furthermore, an important number of respondents reported getting formal mind-mapping instruction, demonstrating the strategy's accessibility in educational settings. Furthermore, participants emphasized the usefulness of mind mapping in several aspects of English language learning, such as writing, grammar, vocabulary, reading comprehension, listening, speaking, and culture material. Many people underlined the importance of mind mapping in reducing difficult grammatical rules and improving understanding, especially among visual learners. Furthermore, all participants unanimously agreed that visual representations in mind maps improved knowledge and memory of English words in context. Overall, the study emphasizes mind mapping's perceived usefulness as a helpful tool in English language instruction, with advantages across a wide range of learning aims and preferences.

The study sheds light on the usefulness and implementation of mind mapping to improve English language learning among third-year university students. Participants largely agreed that visual representations in mind maps improved their grasp of the English language and its context, emphasizing the usefulness of visual aids in teaching procedures. Furthermore, most students find mind mapping particularly effective for organizing and visualizing ideas, encouraging brainstorming, and improving creative thinking. It is particularly useful for jobs that require thorough content retention, such as mastering complicated grammatical rules, historical dates, and complex language ideas. Mind mapping is also useful for project planning, scheduling writing assignments, and arranging problem-solving tasks across several disciplines, exhibiting its adaptability. Despite the availability of digital tools, most participants prefer conventional hand-drawn mind maps, demonstrating that they value the physical and personal involvement that these approaches provide.

Furthermore, a great number of students believe that mind mapping and English learning have no separation. They claim that mind mapping helps organize and visualize vocabulary, grammatical rules, and linguistic concepts, making them simpler to learn and remember. It converts abstract linguistic concepts into actual sensory experiences, which improves memory retention and understanding. Mind mapping also makes it easier to think in English by graphically organizing linguistic concepts, improving overall language skills. However, the efficacy of mind mapping may differ based on individual preferences and learning methods. Most participants reported significant increases in their English language abilities after adopting mind mapping into their study habits. They noted enhanced concept organization, understanding, and memorization, as well as considerable improvements in writing, speaking, listening, and reading skills. Mind mapping enables learners to grasp the links between words and phrases, retain material more efficiently, and retrieve lost data during tests. The act of arranging, analyzing, and

Comparing information points promotes critical thinking, which adds to language competency.Overall, the study identifies mind mapping as a highly effective and versatile tool for improving English language learning and encourages educators to incorporate it into their teaching strategies to create a perfect environment for learning that promotes students' academic growth and language proficiency.

Conclusion

In summary, this section has thoroughly described the research methods used to study how well the mind mapping technique helps third-year students at Mohamed Kheider University learn the English language. The research used a combination of quantitative and qualitative methods to conduct a thorough evaluation of the effects of the mind mapping technique.

The sample of thirty third-year students, chosen randomly, provided valuable insights into the subject due to their advanced level in language studies and experience with various teaching techniques. Employing a semi-structured questionnaire as the main data collection method enabled a comprehensive insight into the students' viewpoints on mind mapping. The questionnaire results analysis uncovered important discoveries. Students clearly demonstrated a high level of English proficiency, which was probably due to successful learning methods like mind mapping. Although a lot of students were familiar with and used mind mapping, there was inconsistency in how often it was used, suggesting room for more incorporation and education.

The results highlighted the various advantages of using mind mapping for language acquisition, especially for arranging and representing ideas, boosting memory recall, and enhancing comprehension of intricate grammar rules. The students' favor towards hand-drawn mind maps over digital ones showcased the significance of personal involvement in learning procedures. In general, the chapter emphasizes the importance of using mind mapping as a valuable and versatile tool in teaching English language. It helps with both organizing and

storing information while also promoting critical thinking and creativity. The research recommends integrating mind mapping into school curricula in a structured way to maximize its advantages, thus improving students' academic development and language skills. This conclusion paves the way for upcoming chapters that will explore in more detail the effects of mind mapping on different aspects of learning the English language.

Pedagogical Recommendations

Based on the analysis of the students' questionnaire, the findings show that the students have positive attitudes towards mind mapping technique .We attempt to suggest pedagogical recommendations:

Ensure access to necessary resources: Provide students with access to mind mapping software and related materials to facilitate their use of this tool in language learning.

Address technical issues promptly: IT support should be available to assist students with any technical difficulties they encounter while using mind mapping tools.

Create engaging learning environments: Divide students into smaller groups to encourage collaboration and active participation in mind mapping activities.

Select appropriate mind mapping resources: Teachers should curate a variety of mind mapping tools and templates tailored to different proficiency levels, interests, and learning styles.

Offer clear instructions and guidance: Provide students with clear instructions on how to effectively utilize mind mapping tools for language learning activities, ensuring maximum engagement and comprehension.

Emphasize the importance of mind mapping: Educate students on the benefits of mind mapping for language learning and encourage their active involvement and commitment during mind mapping sessions.

General Conclusion

In conclusion, this thesis has thoroughly investigated the significance of studying English in Algeria and the effectiveness of mind mapping as a teaching technique to enhance English language learning among third-year students at Mohamed Kheider University. The findings underscore the multifaceted benefits of English proficiency, which facilitates cross-cultural communication, improves overall communication skills, and unlocks numerous international opportunities. These benefits are particularly crucial in our increasingly interconnected world, where English serves as a global lingua franca. A central focus of this research was the introduction and evaluation of mind mapping as a tool to address the challenges faced by EFL learners. Mind mapping was explored as a method to make learning more engaging, encourage students to express their ideas confidently, and deepen their understanding of complex subjects. This technique proved to be effective in helping students organize information, enhance memory retention, and improve comprehension of intricate grammar rules. To ensure a comprehensive analysis, we employed one gathering tool namely a questionnaire administered to third year students.

This research is divided into two parts: the initial part is the theoretical one, which is composed of two chapters that delve into the two variables under investigation. The first chapter provides the importance of studying English in Algeria. Also, some challenges EFL learners face in comprehending their linguistic lectures. On the other hand, the second chapter introduced the concept of mind mapping and explored the effectiveness of mind mapping in learning.

The first chapter delves into the importance of English as a worldwide language, focusing on its impact on cross-cultural communication, education, and career prospects. It looks at old and new ways of teaching English like the Grammar-Translation Method, Direct Method, Audio-lingual Method, Total Physical Response, Communicative Language Teaching, Suggestopedia, Silent Way, and Competency-Based Approach. The section also

emphasizes the significance of being proficient in English in Algeria, given the nation's diversity of languages and the interconnected global environment. It also tackles the obstacles encountered by EFL students, including insufficient curriculum, outmoded teaching techniques, and struggles with organizing and remembering information. In the end, the chapter emphasizes the importance of using successful teaching methods to improve English language acquisition and the valuable advantages that come with being proficient in English for both individuals and society.

The second chapter provides a thorough examination of mind mapping, starting from its creation by Tony Buzan and exploring its various advantages and uses. It examines the basic principles and traits of mind mapping, highlighting its utility as a flexible instrument for simplifying intricate data onto a single page using visual and sensory prompts. The chapter explains different methods and approaches used to make successful mind maps, including using emphasis and association, as well as ensuring clarity and hierarchical structure. Furthermore, it explores the transformation of mind mapping into the digital domain, emphasizing its benefits compared to old-fashioned approaches, especially in the field of education. In addition, the chapter explores how mind mapping can be used in educational environments.

In the third chapter, our investigation focused on administering a questionnaire to first-year EFL students at UMKB. This chapter encompassed the discussion and interpretation of the questionnaire findings. As a result, the findings obtained from the questionnaire have been presented and interpreted in a comprehensive manner within this chapter. Students filled out a questionnaire that was used to collect the data. According to the results and responses from the students, mind mapping greatly facilitates concept organization and understanding. These findings suggest that in order for students to properly utilize mind mapping strategies in their language acquisition, they would benefit from extra assistance. All things considered, mind

mapping is a highly effective technique for enhancing students' English language skills in EFL classes.

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Student's Questionnaire

Questionnaire for Third year EFL students at UMKB

Dear Students,

Our research is entitled Harnessing Mind Mapping as an Effective Pedagogical Tool to Unlock Language Learning Potential. We would be grateful if you could answer these questions to provide us with introductory information about the effective role that mind mapping can play in changing the pedagogical landscape of English language training. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please mark (✓) in the appropriate box (es) or give the full answer(s) on the broken

Section oneself assessment of English proficiency

Q1.How do you describe your level in English?

- Weak Good
- Intermediate
- Excellent
- Good
- Excellent

Q2. How familiar are you with concept of mind mapping?

- Not familiar at all
- Moderately familiar
- Familiar

- Very familiar

Q3.Have you ever use mind -mapping techniques in English language training?

- Yes
- no

Q4. If yes, how frequently do you use mind mapping?

- Rarely
- Occasionally
- Often
- Very often

Q5. How would you rate the effectiveness of traditional teaching methods compared to mind mapping in English language learning?

- Traditional methods are more effective
- Traditional methods and mind mapping are equally effective
- Mind mapping is more effective

Q6. Have you ever used mind-mapping techniques for memory retention?

- Yes
- No

Q7. Have you been taught how to use mind mapping in a good way?

- Yes
- no

Q8. What specific areas of English language learning do you use mind mapping for?

- vocabulary
- Grammar
- reading comprehension
- Writing

- Speaking
- Listening
- Other (please specify)

……

Q9. How does mind mapping help you in understanding and remembering English grammar rules?

……

……

……

Q10. Do you think visual representations in mind maps help in better understanding English vocabulary and its usage in context?

- Yes
- No

Q11. Do you find mind mapping more useful for certain types of information or tasks than others?

- Yes
- No

If yes, please explain.

……

……

Q12. Do you use any specific software or apps for creating mind-maps?

- Yes
- No

If yes, please specify.

……

……

Q13Do you think there is a relationship between the process of learning English and mind mapping?

- Yes
- No

How……

Q14. Have you noticedany improvements in your English language skills since incorporating mind mapping into your study routine?

- Yes
- No

If so, please specify.

……

……

Thank you for your collaboration

الملخص

يهدف هذا البحث إلى دراسة دور الخرائط الذهنية في تعلم اللغة الإنجليزية، مع التركيز بشكل خاص على طلاب السنة الثالثة في جامعة بسكرة في الجزائر. يفترض البحث أن استخدام تقنيات الخرائط الذهنية سيعزز من دافعية الطلاب لتعلم اللغة الإنجليزية، ويزيد من رغبتهم في التواصل باللغة الإنجليزية، ويحسن من كفاءتهم في اللغة الإنجليزية مع الاستخدام المتكرر. يعتمد البحث على نهج مختلط لتقييم فعالية الخرائط الذهنية في فهم وحفظ المفردات والقواعد اللغوية، وتسهيل التعبير الإبداعي باللغة الإنجليزية. سيتم جمع البيانات من خلال استبيانات شبه منظمة يتم توزيعها على طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة بسكرة. من المتوقع أن توفر النتائج رؤى حول قابلية تطبيق الخرائط الذهنية كاستراتيجية تعلم مبتكرة، مما يعزز من تقنيات اكتساب اللغة بشكل أكثر فعالية بين طلاب الجامعات الجزائرية. قد توجه النتائج النهج التعليمية المخصصة للسياق الجزائري، مظهرة فوائد الخرائط الذهنية في التغلب على تحديات تعلم اللغة.

الكلمات المفتاحية الخرائط الذهنية، جامعة محمد خيضر بسكرة طلاب السنة الثالثة اللغة الإنجليزية.