

Mind Mapping and Students' Writing Performance

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Abstract

This study examines the potential effect of mind mapping strategy on developing Jordanian students' writing performance. The researchers claim that mind mapping strategy has the potential to improve Jordanian students' writing performance. The study follows a quasi- experimental design in which an experimental group and a control group were purposefully chosen from eleventh grade students at Al Hashymiah School for Boys, Zarqa in Jordan during the second semester of the academic year 2016/2017. In the experimental group, 20 students were taught by mind mapping strategy and 20 students of control group were taught by the conventional teaching method as outlined in the Teacher's Book. To collect the data, a pre-test and a post-test was utilized. ANCOVA was used to measure statistical differences in the mean scores of the participants of the study. The findings reveal statistically significant differences (at $\alpha \leq 0.05$) between the two mean scores of experimental and control groups in the post- test in favor of experimental group. The study recommends an integration of the mind mapping strategy into the English as a foreign Language (EFL) curriculum in Jordan as it facilitates developing students' writing skill. The study also recommends to examine the effect of using mind mapping strategy on EFL students' achievements in other language skills and sub skills. Teachers are also advised to use the mind mapping strategy to increase students' interest and motivation to write more often.

Keywords: EFL students, Jordan, mind mapping, writing performance

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