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**Ministry of Higher Education and Scientific Research**  
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**Faculty of Letters and Languages**  
**Department of English**



**The Effect of Mind Map in Enhancing Student's  
Proficiency of Reading Expository Text  
The Case of Second Year EFL Student at**

**The University Mohammed Seddik Ben Yahia, Jijel**

**A Dissertation Submitted in Partial Fulfillment for the Requirements of a  
Master Degree in English Didactics**

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**Declaration**

We hereby declare that the dissertation entitled “The effect of Mind Map in Enhancing Student’s Proficiency of Reading Expository Text”, is my own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of the other students or research partially or fully. In case any material is not documented, we shall be responsible for consequences.

Signature

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**Dedication**

***I dedicate this modest work:***

*To the soul of my dear grandfather who passed away;*

*To my beloved parents who supported me all along my studies;*

*My brother, who has been standing by my side till the end;*

***KHAWLA***

***I dedicate this modest work:***

*To my dear, beloved parents, brother, and sisters who are always supporting me, encouraging me,  
and pushing me forward;*

*To my lovely family, my grand parents, uncles and aunts who always pray for my success and wish  
me the best;*

*To the most special person in my life who has a positive impact in my life, encouraging me, and  
inspiring me in all possible ways;*

***RATIBA***

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At the end, we owe a lot of thanks to second year students in the English department at University of Jijel, who have participated in the practical part of our research.

## The Effect of Mind Mapping on Reading Comprehension

### **Abstract**

The objective of this study is to test the effectiveness of mind mapping in improving second year EFL student's reading comprehension of Expository texts at the University of Jijel. To achieve this objective, a hypothesis was formulated stating that there is a positive effect of mind mapping on reading comprehension. To test this hypothesis, a reading test was developed following the Cambridge English Qualifications tests to ensure valid assessment. The subjects of this study were 34 second- year students of English at the University of Jijel. The study was carried out with two groups; the control and the experimental group. The result of the study showed that mind mapping strategy as a reading strategy has a positive effect on student's reading comprehension of expository text. The score of the experimental group (13.29) is noticeably higher than that of the control group (11.26). From the result of the statistic calculation; it becomes clear that the hypothesis is validated. Therefore, teaching reading comprehension of expository text with the implementation of mind mapping technique/strategy is effective.

**List of Abbreviations**

**E F L:** English as a Foreign Language.

**F L:** Foreign Language.

**Z P D:** Zone of Proximal Development.

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Résumé

ملخص

## **General Introduction**

### **Introduction**

Language is a means of communication. Through its use, human beings express their thoughts and needs. Learning the native language is natural, but learning a foreign language (FL) is not an easy task for foreign language learners. To facilitate the task of learning a language and its sub-skills, it is recommended to invest in language learning strategies which may direct the learner to success in their learning. Reading is one of the skills that help learners to gain a better mastery of a given language. However, the majority of English Foreign language learners in the Algerian educational Institution from all of its levels come across many struggles in a simple reading task. Therefore, teachers have to use different strategies that may help learners in overcoming these problems. Accordingly, our research investigates the use of mind mapping and its influence on learners' reading comprehension.

#### **1. Background of the Study**

English has become an important language for people around the world. The usefulness of this language rendered it the world's lingua franca, a term that describes a language used internationally or all forms of communications in all spheres. In these times of globalization, people should learn English for the purpose of supporting their daily activities and communication. In Algeria, English is a FL, after French which is the second language (SL) that children begin to learn at early levels of the educational cycle.

According to David Crystal (1997), English has become a global language, which means a language that plays an essential role and is recognized in every country. Notably, every information communication or transaction uses English, and Algeria is keeping up with this trend. The learners should, then, have English competence that makes it easy to access information, understanding of the information, and means to communicate the information. Second or foreign language teaching is one of the world's largest educational enterprises and millions of people worldwide devote large amounts of time and efforts to the task of mastering a new language. Algerian students, and according to the new directions, engage with English in primary schools and go on till will be continued till secondary schooling. Of course, English training continues up to tertiary level.

Modern English pedagogy breaks language instruction into four macro skills, namely speaking and writing (both productive), and reading and listening (both receptive). Reading itself can be broken down into a set of sub-skills that help in making sense and deriving meaning from the printed word. Reading comprehension means reading for meaning and understanding.

Reading, as receptive skill, allows people to get meaning from the discourse; that is why, reading aids people especially students to enlarge their knowledge repertoires. In addition

students can learn new vocabulary from the texts that they read. Nevertheless and while reading, students may get difficulties in reading activities such as difficulty to understand every single word, difficulty to get the meaning or to understand sentences or sections and difficulty to identify some topic of the text. This can affect majorly student's ability to understand the text and will automatically fail to fulfill reading comprehension and proficiency in the skill. Furthermore, sometimes the students are themselves uninterested in reading activities because they regard it as a boring activity. Sometimes, this un-interest stems from their lack of motivation or from the activity itself or the difficulty of the reading materials.

Nowadays, teachers are more creative in teaching process; they have access to a myriad of reading textbooks and guides with good activities that make students enjoy the act of reading. Also, teachers should deploy the right techniques in teaching which trigger the appropriate strategy. Building on this idea, the researchers want to try to do an experiment of a reading strategy that aids in facilitating reading comprehension. To inform this research, there are several researches that solidify the research's aim. A previous study entitled "The use of mind mapping technique to improve student's speaking ability: An Experimental study" by Amalia (2017) at the University of Mataram, Indonesia aimed to find out the effectiveness of mind mapping in improving the student's speaking ability. The result showed that mind maps were significantly effective in improving the student's speaking ability after having used. Another study, conducted by Paharuddin(2020), entitled "The effectiveness of mind mapping method to Build student's speaking skill in the second Grade" showed that mind mapping was effective to build student's speaking skill as well as students showed more enthusiasm when learning using mind maps.

In the current study, mind mapping will be used to check its effectiveness on reading comprehension, and particularly of expository texts. The researchers want to apply mind mapping with second year students at University of Jijel and whether it has a facilitating effect in reading instruction and comprehension.

## **2. Statement of the Problem**

Based on the background of the study reviewed above, the main goal of FL instruction, which seeks to develop learner's language skills, is producing learners who use language effectively and comprehensibly. Being able to read and comprehending what is being read in the lofty aim that language teachers seek to develop in their learners. While most students and even teachers take for granted that students can read easily, this activity, in fact, does not come easily and naturally as it is assumed. It needs training and practice. This explains the low reading comprehension achievement of students whenever they are required to read a text. Conveniently, it also explain why no separate syllabi is devoted to reading and whenever a certain module requires reading, it

is done conventionally without taking into consideration whether these students are capable of reading and whether the technique used by the teacher is enticing enough.

Accordingly, in light of the observed issues with reading comprehension instruction, we attempt to put to test a reading technique/strategy that is assumed to facilitate reading comprehension when used by the students themselves or by the teacher.

### **3. Aims of the Study**

The study at hand aims at investigating the impact of mind mapping on Algerian EFL student's reading comprehension of expository texts. This particular type of texts proves somewhat difficult to deal with, especially when it is packed with details.

### **4. Research Question and Hypothesis**

This study aims to answer the following questions:

- 1- Does the use of mind mapping in EFL classes improve student's reading comprehension in the target language?
- 2- What is the effectiveness of mind mapping on students' ability when dealing with expository texts?

Considering the above aims, it is hypothesized that:

- Mind mapping is effective in enhancing students' reading comprehension of expository texts.

### **5. Means of Research**

The research method used in the study is descriptive quantitative. In light of the above stated aim and for the sake of testing the hypothesis, this study uses a test as a tool for gathering data. The test was designed following The Cambridge English Qualifications guide for testing proficiency in language skills. The subjects who underwent the study were a random group of second-year students from the University of Jijel whose administrative grouping helped in assigning them as control and experimental groups.

### **6. Significance of the Study**

The researchers hope that this study is useful for both the students and the teachers, as well as reading instruction and syllabus design. The students will get to experience new strategies/techniques in learning English using mind mapping which is really useful in visually organizing details in texts of considerable length and complexity. It is also expected to increase students' interest and motivation in learning English in general and reading in particular. It could inspire teachers in their lesson planning and design as mind maps can be a useful tool that can be added to the teacher's repertoire of teaching techniques.

## **7. Structure of the Study**

This dissertation is divided into two main chapters. The first chapter is theoretical, it includes two sections that are related to the literature review. The second chapter is practical, it contains the research design and the analysis of answers obtained from student's test.

The first section of chapter one is about "Reading skill in EFL learning" which includes definitions of reading, types, as well as reading proficiency, it investigated the strategies of reading comprehension. Also it explored its objectives and provides the effect of scaffolding based ZPD on reading comprehension. Meanwhile, the second section is about the foundation of "Mind mapping strategy" it started with an overview of mind map definitions, its purposes, types, and how to design a mind map strategy. Also, offers some point of views about the use of mind mapping and this strategy can enhance learner's reading comprehension.

On the other hand, chapter two is about practical framework, it covers population and sample, Data gathering tool with a detailed description of the research too used, and discusses the result and findings of the experimental study. Finally, a general conclusion that sums up the Pedagogical implications and educational recommendations based on the findings are submitted.

### **1. Chapter One: The Effect of Mind Mapping on Students' Reading Comprehension of Expository Texts**

#### **Introduction**

For the learners of English as a foreign language (EFL), reading is one of the most important skills a student must be in possession of. It is considered as the basis for all skills. Writing, for instance, gets better with exposure through reading. Proficiency in this primordial skill consists of several sub-processes or components; the most important of them is reading comprehension. Considering that fact, foreign language (FL) teachers must adopt new strategies, techniques, and methods such as the use of mind maps to develop student's reading proficiency. The current study falls in this scope.

In this chapter, light is going to be cast on one of the most important aspect of English language learning which is reading proficiency as well as the use of the mind mapping technique to teach/learn reading comprehension in EFL classroom. For this regard, the first section presents the theoretical framework building on research in the field of reading, reading proficiency, and reading comprehension. It also deals with types of reading and the reading strategies used in the comprehension process. Further, it details on the purposes of reading and ending the first part with the effect of scaffolding based ZPD techniques on reading comprehension.

The second part of the chapter is devoted to the use of mind mapping strategy to teach reading comprehension. It also provides a clear vision about its different characteristics highlighting its relation to brain functioning. Then, several definitions of mind mapping are offered as well as its types, purposes, and its different uses. This section also offers different point of views about the use of mind mapping and how this strategy can be used to enhance students' reading comprehension.

## **1.1. Section One: Developing Reading Comprehension in EFL Classes**

### **1.1.1. Definition of Reading**

During the 20<sup>th</sup> century, a lot of emphasis had been to reading as a skill and a process. It is so because reading is a crucial skill in both L1 and EFL learning contexts and learners should master it to enrich their background, gain vocabulary, solidify grammar, and develop cultural knowledge. In general terms, reading refers to the process of obtaining and gathering information from any piece of writing. In more specific terms, there are many different definitions suggested by scholars and proposed from various point of views.

Reading is an interactive process between the author, the text, and the reader during which the latter must understand the information of the text and then decode it. Moreover, it is a dynamic process in which information from the text interacts with the background knowledge of the reader that he or she possesses and which enable him or her to construct meaning. In this respect, the reader "interacts with a message encoded by the writer he concentrates His total prior experience and concepts .he has attained as well as the Language competence he has achieved" (Goodman, 1973, p. 162).

In the same way, David Nunan(2003) states that "reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning" (p.68). This means that readers can build new meanings from the text and combine them with their background knowledge and information from the text. This is what makes modern conceptions of reading an interactive and constructive process.

### **1.1.2. Types of Reading**

In light of the various definitions, scholars make the distinction between two main types of reading: intensive and extensive.

#### **1.1.2.1. Intensive Reading**

This type of reading is teacher guided. He or she creates and supervises students' interaction making sure that they actually read the text comprehensively inside the classroom. Intensive reading tends to develop the in-depth reading skills of the learners because it makes use of several reading strategies. In this respect, Nuttal (1982) claims that an "intensive reading lesson is intended primarily to train students in reading strategies" (p.23). When applying this type of



reading, teachers encourage learners to read the text by dividing it into parts and then to read each part on its own in order to comprehend the whole text very well. In Palmer's (1964) view on intensive reading, the learner focuses on using the dictionary, analyzing, comparing, and translating while reading text.

#### **1.1.2.2. Extensive Reading**

Extensive reading refers often takes place for the sake of pleasure and away from classroom setting. It takes the following forms: reading novels, magazines, and even newspapers. Day and Bamford (1998) have documented the benefits of this type of reading. According to them, it aids in "developing the positive attitude toward reading in second language, including motivation to read more, increasing reading fluency, gaining vocabulary, improving the writing skill in the second language" (p. 143). In brief, this means that through extensive reading, learners acquire language easily. Unlike intensive reading, this type refers to learners' autonomy in selecting his or her own material and read at their own pace. Then, the teacher has to guide his learners to select books depending on their levels of comprehensible input.

#### **1.1.3. Reading Strategies**

There are several strategies of reading, and the following are the most common ones.

##### **1.1.3.1. Skimming**

Skimming is a common strategy in reading comprehension. It is a method of rapidly moving eyes over text with the purpose of getting only the main ideas and a general overview of the content. Blanchard and Root (2005) state that skimming "is a way to read quickly in order to discover the general idea of the text" (p. 73). In other words, skimming is to put together as many ideas as possible in less time. This helps the learner to cover a vast amount of material very quickly. In this regard, Brown (2000) claims that "skimming consists of quickly running one's eyes across a whole text for its gist" (p.308). In sum, when skimming, learners go through the text quickly in order to get the gist of it and have an idea of the writer's intention.

##### **1.1.3.2. Scanning**

Scanning is a speed-reading technique and useful reading activity in which learners need specific information without dealing with the whole text. This means, they do not read all the text word by word, but they rather extract specific information (names, dates, statistics) without reading all the passage. On this point, Brown (2000) maintains that the purpose of scanning is to extract specific information without reading through the whole text. In short, when scanning, learners try to locate particular information by moving their eyes over the text rapidly, and then get the required information to complete a certain task.

### **1.1.3.3. Visualization**

Visualizing refers to the ability to create mental pictures in our mind based on the text being read or words being heard. When we visualize, we are tapping into our prior knowledge, making connections, gathering information and paying attention to detail. It is one of the many skills that make reading comprehension possible. Visualizing can help young students who have less reading troubles. By creating images in their mind, these children can get a better understanding of the text when using their five senses, which can make reading a much more enjoyable experience (Jennings & Caldwell, 2014). As explained by Wooley (2011), “Visualization is a powerful tool which can help improving reading comprehension”; i.e., “the visualization strategy links between visually and verbally encoded information” (p. 81).

Visualizing strengthens reading comprehension skills as students gain a more thorough understanding of the text. They are reading by consciously using the words to create mental images. As students gain more deliberate practice with this skill, the act of visualizing text becomes automatic. Students who visualize as they read not only have a richer reading experience but can recall what they have read for long periods of time (Harvey & Goudvis, 2000).

### **1.1.4. Purposes of Reading**

When people decide to read, it means that they have a purpose even when they read novel for pleasure. At least they want to get information about the story. In light of Nuttall’s (1982) idea, people read because they want to get something from the writing; they want to get the message that the writer had expressed. There are many experts who spoke of the purpose of reading. Generally, their definitions state that reading has two main purposes: reading for pleasure and reading to get information. As explained by Grabe and Stoller (2011), purposes for reading are:

- 1- Reading to search for simple information: this is a common reading ability purpose though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks.
- 2- Reading to skim quickly: this is a common part of many reading task and a useful skill. It involves, in essence, a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills on the segments of the text until a general idea is formed.
- 3- Reading to learn from text: Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to remember main ideas, recognize and build rhetorical frames, and link the text to the reader base.

- 4- Reading to integrate information: this requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical to accommodate information from multiple sources.
- 5- Reading to write and reading to critique texts: reading to write and reading to critique texts may be a task variant of reading to integrate information. Both require abilities to compose, select, and critique information from text.
- 6- Reading for general comprehension: when accomplished by a skilled fluent reader, this require very rapid and automatic processing of words, strong skills informing a general meaning representation of main idea and efficient coordination of many processes under very limited time constraint. (p.6,7,8)

#### **1.1.5. Reading Proficiency**

Reading proficiency refers to the amount of skill that readers develop through continuous exposure to reading materials and the employment of techniques and strategies that facilitate any process of reading. It is equally dependent on two critical skills: the ability to understand the language in which the text is written, and the ability to recognize and process printed text. These skills are built on 5 separate components. (Antoney, 2002)

##### **1.1.5.1. Phonemic awareness**

It refers to the ability to identify and manipulate phonemes (smallest unites making up spoken language) in spoken words.

##### **1.1.5.2. Phonics**

It is the understanding that there is a relationship between phonemes (the sounds of spoken language) and the letters and spelling that represent those sounds in written language.

##### **1.1.5.3. Vocabulary Development**

It refers to the knowledge of stored information about the meaning and pronunciation of words necessary for communication. It is a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

##### **1.1.5.4. Reading Fluency**

Fluency is the ability to read as well as one speaks and to make sense of what is being read without having to stop or pause to decode words. It is different from memorization, which can occur when students interact with the same text so frequently that they can repeat it without reading. Actual fluency is developed with the repeated, accurate, sounding out of words.

### **1.1.5.5. Reading comprehension**

In its basic sense, it is the process of understanding and interpreting texts in order to get some specific or detailed information. It involves combining reading with thinking and reasoning.

### **1.1.6. Text Types**

Texts in English are divided into two types: literary and non-literary. Literary texts are meant to entertain or otherwise engage the reader by using creative language and imagery such in the case of novels, short stories, or poems (basically narrative texts). Non-literary texts or factual texts, on the other hand, merely seek to inform (also known as expository texts). (Alderson, 2000) Expository texts usually are non-fictional informational texts. This type is not around a story-like structure but is instead organized based on the purpose and goals of the author or by content. Examples of this type include news articles, informational books, instruction manuals, or text books. Some common forms of expository text include: scientific reports, academic essays, and magazine articles. They typically follow one of five formats: cause and effect, compare and contrast, description, problem and solution, and sequence.

### **1.1.7. The Effect of Scaffolding-based Zone of Proximal Development on Reading Comprehension**

The term ‘scaffolding’ was coined as a metaphor to describe the effective process by which an adult, a peer or a competent person assists a child to perform a task beyond his or her current capability. Since then, an increasing number of educational specialists and experts have used the concept to describe and explain the role of adults or more knowledgeable peers in guiding children’s learning and development (Stone, 1998; Wells, 1999; Hammond, 2002; Daniels, 2001). Wood et al. (1976) define scaffolding as the “process that enables a child or a novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (p. 90).

Scaffolding can be traced to Vygotsky’s (1978) concept of ‘Zone of Proximal development’ (ZPD), which refers to the actual development level of the learner compared with the level of potential development that can take place with guidance or collaboration with a more competent person. It directs attention to the need for support in the learning process and does so in a way state of understanding achieved by particular learners. In computer mediated technologies, a human tutor, peer students or intelligent agents can provide scaffolding so that learners could attain new skills, concepts and knowledge (McLaughlin, 2004).

In light of Vygotsky’s findings, the concept of ZPD refers to “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration

with more capable peers”(1978,p.86).In essence, ZPD can be defined as the area between what children can do independently and what they can do with assistance(Clark& Graves,2005,p.571). ZPD is seen as scaffolding even if Vygotsky did not use this term specifically. Scaffolding is thus the difference between what children do without help and what they can do under adult guidance or in collaboration with more capable peers. Lantolf and Thorne (2006) and Vander Veer and Valsiner (1991) pointed out that ZPD was first limited to intelligence, and then slowly expanded to the concept to describe the relation of education and cognitive development.

## 1.2.Section Two: Mind Mapping and Effective Reading Comprehension

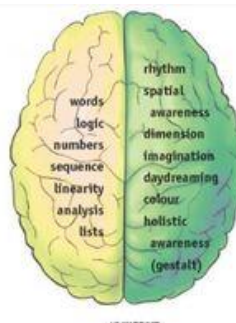
### 1.2.1. Introduction to Human Brain

#### 1.2.1.1.The Hemispheres

The brain is one the largest and most complex organs in the human body. It is responsible for controlling thoughts, feelings and every process that regulates our body. In the late 1960s, Professor Roger Sperry has investigated that the human brain consists of two parts called ‘hemispheres’ which are responsible for certain functions: receiving, holding, analyzing, out putting, and controlling (as cited in Buzan&Buzan, 1993, p.35). The right hemisphere is responsible for the intellectual areas: rhythm, spatial awareness, gestalt (wholeness), imagination, day- dreaming, color, and dimension whereas the left hemisphere appears to be dominant in different but an equally powerful range of mental skills such as: words, logic, numbers, linearity, analysis, and listing. Buzan (1993) announces that despite the fact that each hemisphere has different function, they together cover all areas. To labeling people either left or right side dominant is not appropriate in order not to limit our ability to develop the brain if someone is weak in any sk ill areas; the only barrier to applying all our mental skill is our knowledge of how to use them (Buzan&Buzan,1993).

**Figure 1**

*The Human Brain Functions (as cited in Buzan& Abbot, 2005, p. 54)*



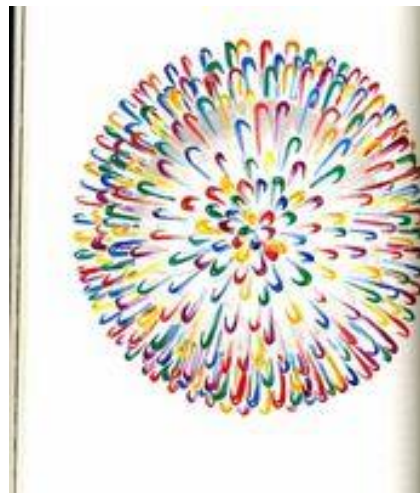
### 1.2.1.2. Radiant Thinking

According to Buzan (2006), "the brain does not think in a linear monotonous way. Rather, it thinks in multiple direction simultaneously starting from central trigger points in key images and key words" (p.145). That is to say, the brain works at the level of different directions moving from one subject to another starting with a central idea. This way of human thinking is compared to the branches of a tree. "Thoughts radiate outward like the branches of tree, the veins of a leaf or the blood vessels of the body that emanate from heart" (Buzan, 2006, p.145); i.e., , these thoughts are considered as 'Radiant Thinking'. This is the result of interaction between the two hemispheres. (Radiant thinking is from the verb to radiate which means to spread or move in directions, or from a given centre or idea). This radiant thinking, in its tree form, sheds light on a new way of thinking related to mind maps which is the concrete expression of it.

### Figure 2

*Graphic Representation of a Single "Unit" of Information in the Brain*

*(Buzan & Buzan, 1993, P. 54)*



### 1.2.2. Mind Map

#### 1.2.2.1. Historical Overview

Tony Buzan (1993, pp. 11-12) describes his own experience of learning as a low of diminishing returns. He remarks that the more he took notes and the harder he studied, the less he seemed to achieve. This made start to question how learning takes place, its relation to the learning styles, learning how to learn, nature of thinking, the best techniques for memorizing, the best technique for creative thinking, faster and more efficient reading (speed reading), and general thinking techniques. Out of all these, he wondered whether there was the possibility of developing



### 1.2.3. Types of Mind Maps

Mind maps can be divided into three categories according to the objectives of using them: library mind maps, presentation mind maps and tunnel timeline mind maps.(Lynch, 2022)

#### 1.2.3.1. Library Mind Maps

(Lynch 2022) It can also be called ‘reference maps’. This type of mind maps is mainly used to organize information, so that you can have a clear and visual understanding of the subject without missing anything out. The purpose of library mind maps is to sort and organize the collected information for a better understanding of the subject. When creating a library mind map, the first step is to put all the information together and organize it in a tree map. The map will show how each piece of information is linked to each other and how they can serve the main idea. This type of mind map can be used for organizing information about a specific topic in a visual way.

Figure 4

*Personal Profile Mind Map*

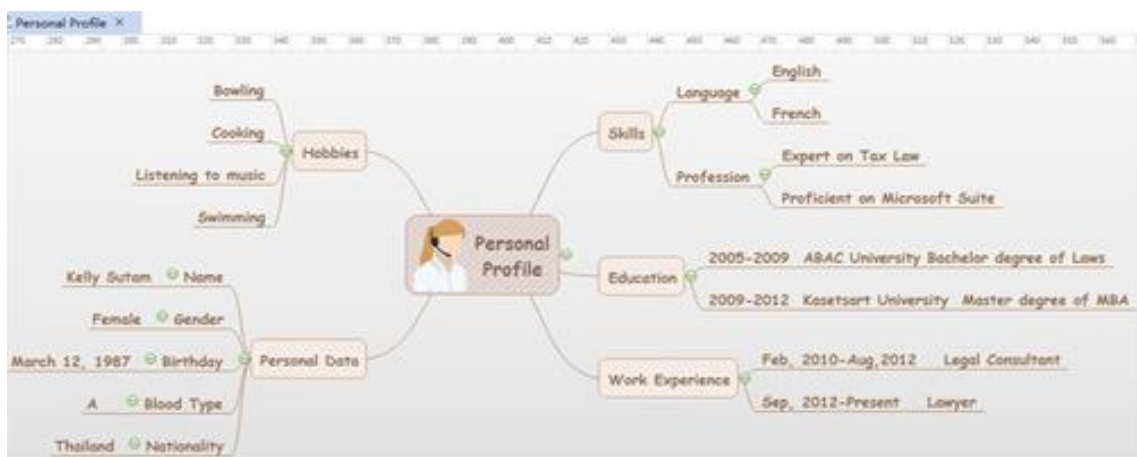
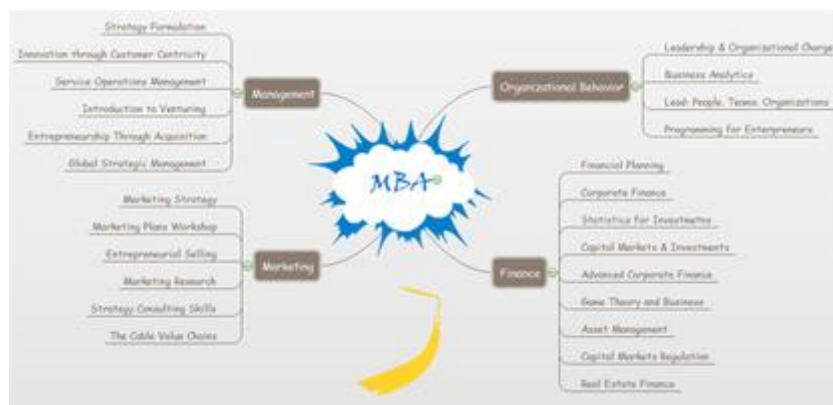


Figure 5

*MBA Course Mind Map*





### 1.2.3.2.Presentation Mind Maps

(Lynch 2022) This type of mind map is used to present the process of an idea to an audience. Presentation mind maps illustrate the way that the project goes in order to track the steps. Therefore, the focus of presentation mind maps is the audience instead of the topic. How the information should be positioned in the map depends on whether the audience can understand it or not. If the audience can follow with the way are presenting then the map is well structured. Thus, you presentation can be well accepted by the audience. This type of mind map can be used for explaining an activity or a training session.

Figure 6

*Enterprise Training Mind Map*



Figure 7

*Sunday Activities Mind Map*



### 1.2.3.3.Tunnel Timeline Mind Maps

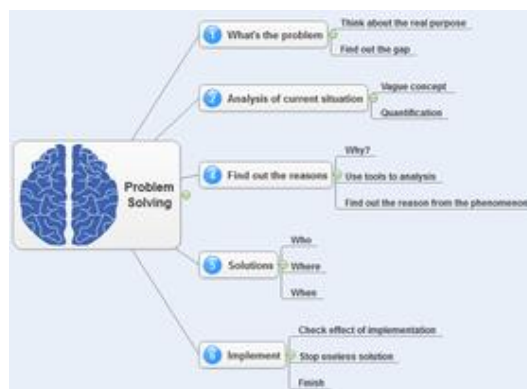
(Lynch 2022) This type of mind maps is also simplified as planning mind maps; they are mainly used for project strategy, program plan, or problem solving. Tunnel Timeline mind maps are designed to achieve a goal. The purpose of this type of mind maps is to visualize success. The

main topic of the mind map is the outcome that you pursuit, and each sub-topic represents a path to achieve that outcome. This type of mind maps can be used for planning project strategies or solving problems.

In a nutshell, mind Maps can be a very powerful tool to analysis ideas, build project plans and solve problems. The three types of mind maps mentioned above can cover almost all the mind maps types. Knowing the feature and purposes of each type can help you achieve the outcome required with mind maps.

**Figure 8**

*Problem Solving Mind Map*



**Figure 9**

*Marketing Strategy Mind Map*



**Figure 10**

*Marketing Plan Mind Map*



**1.2.4.The procedures of Mind Mapping**

Making mind mapping facilitates teaching and learning. The learners can remember much information through this way. The following are some steps to make mind maps (Buzan, 2006, pp.15-16).

1. Start from the center of the blank paper. It is better to rotate the paper, so, you can use it horizontally (it helps the brain to spread ideas).
2. Use pictures or photos as the centre of the idea. A picture has thousand meanings and helps the students to use their imagination. A central picture makes the students focus, concentrate, and feel interested in what they are mapping.
3. Use colors because colors have same role as pictures. The brain will stimulate an idea through colorful form. It makes mind map more alive and adds creative thinking energy for the students.
4. Link the main branches with the central picture and the supporting branches. As association has important role in brain activity, by linking two or more things, it will make the students easily to understand and remember.
5. Use curved lines, not straight line. The straight line will only make the brain bored.
6. Use only a keyword to every single line. This is used to give flexibility in making the mind map.

#### **1.2.4. The purposes of Mind Maps**

Michalko (2005) in his book *Cracking Creativity* claims that every type of mind map serves a purpose (p.16). These mind mapping encourage a person to use both the right and left parts of the brain, the analytical areas and the intellectual ones. Mind maps solve one's cerebral problems.

- Mind mapping centralizes the thinking of the learner more on the central ideas.
- Mind Map connects between the separates inputs.
- Mind map gives a clear vision on the general and specific themes.
- Mind map supports you to gather information and ideas then compare between them.
- Mind map transfer those ideas and information from the short term memory to the long term memory.

On the other hand, Buzan (cited in Indrayani, 2014 where is the year)affirms that there are several specific purposes of mind mapping:

- Mind mapping fixes the mental explanation.
- Mind mapping lets the learners focus on explanation.
- Pictures have thousands meaning as same as the central picture.
- Mind mapping can help the learner to create a deeper understanding of topics.

In the light of the previous findings, the main purpose of mind mapping is to help the students in achieving better learning development through activating all whole brain processes. With regard to the findings that mind mapping is relied upon, it makes students easily identify details in a text that they read, and it facilitates understanding and the achievement of proficiency.

#### **1.2.5. Arguments Against the use of Mind Maps**

With regard to the use of mind mapping as a strategy to help the students in reading comprehension and proficiency, opinions have been conflicting; some indicate that mind mapping has a wide success and effectiveness whereas others claim that mind mapping does not have a clear effectiveness and impact. According to Caroline Hoflan (2007):

- Mind map can be awkward for students on the first time; it so because students do not so much comprehends the idea of creatinga mind map and how it really would help.
- It can be a waste time in the beginning considering the fact that the students need time to completely learn how to create mind maps. Along these lines, it will take time at first until they master how to make them.
- It is very personal because a mind map that was made by someone can be helpful to them, yet it may not work at all for another person.

In the same vein, Tony Cleford (2014, p. 2) proposes that:

- Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.
- Our maps can be personal; it could be difficult for others to understand.
- Mind mapping should be introduced clearly to students to make them understand well because if the students have not understood well the concept of mind mapping, it will be confusing and a waste of time for them.

#### **1.2.6. Arguments for the Use of Mind Maps**

From another point of view, it can be said that mind mapping plays an important part in brainstorming activity. There are many experts who have proven that mind mapping has effective and positive impacts. Tony Buzan (1990, p.91.92) states that:

- The main idea(s) is/are more unmistakably characterized and displayed as the focal point of paper using a picture or color. The significance of the idea is obvious to see, with the branches of idea which are closer to the main idea or the center make them more important than other branches which drew far from the main idea.
- The form of tree branches makes it easy to recognize the connection of every idea. It is so because for every branch there will be one word as a key word to represent the idea.
- Recalling and reviewing the information will be increasingly powerful and progressively quick in light of the fact that there are only keywords that guide to some information. Looking for a keyword will save more time than having to read one long complete sentence.

Tony Cleford (2014, p.2) also enunciates his point of view about the use of mind mapping. He believes that they are quick ways of organizing data in an efficient and time saving way. The tree structure makes easy to add data as reading progresses and most importantly, mind maps help in highlighting the relations that exist between ideas instead of presenting them as disconnected facts, drawing the similarities and recognizing the differences.

Furthermore, Casco (2014, p. 7) recognizes the flexibility of mind maps especially when dealing with learners of different levels of proficiency in the target language. He maintains that mind maps empower the learners by allowing them to decide where to start and what to leave out. This possibility of making decisions develops a sense of self-efficacy and fosters autonomy.

Building the literature reviewed above, we can conclude that using mind maps is useful and save more time and helps learners in recalling or reviewing the information. Also, they get to understand well the relation that each branch has with the main topic in the centre and they will classify information from the branches that are closer to the centre as the main ideas while the branches that are far from the centre as minor.

### **1.2.7. Enhancing Reading Comprehension Through Mind Maps**

Many researchers have tackled the issue of the use of mind mapping strategy in enhancing the reading comprehension abilities of learners at different educational levels. Some of the founded results of these previous studies are mentioned below.

To begin with, a research was conducted with second grade students who were learning English at Malysian University with the objective of finding the effectiveness of mind mapping in improving students' reading comprehension achievement especially of narrative texts using an experimental design carried out in two groups, control and experimental They are controlled class and experimental class using a pre and a post-test to gather data. The result of the study showed that the mind mapping technique is effective to be used in teaching reading comprehension of narrative text with the experimental group having a 27.14 score in comparison to the controlled group's 17.71 score. What is concluded from this study is that teaching reading comprehension of narrative text using mind mapping strategy is effective.

From another perspective, Dewi (2019) conducted a similar research about using mind mapping technique to improve reading comprehension of the second year students where which country or university. The researcher observed that students usually get bored in reading activities that is why they attempted using a new strategy to overcome this problem. Mind mapping technique was chosen by researcher to do this study. This study used a quasi-experimental design with the aim of determining the effectiveness of mind mapping on students' ability to identify supporting details in narrative texts. The researcher had worked with two groups, a control group; each classes get pre-test, treatment, and post-test, and experimental group was given a mind mapping instruction as the treatment.

The results of both studies above and others show that the learners' ability in reading comprehension can be improved by the use of mind mapping strategy though both researchers used different samples of learners and different testing methods.

### **Conclusion**

The objectives of this chapter are to bring to light the importance of mind mapping and it role in developing students' proficiency of reading expository texts. It is also an attempt to propose more practical ways of making reading instruction more interesting in EFL settings. Moreover, it is a necessity to look for how the teaching/learning using mind mapping can help learners see the text as more than just words.

## **2. Chapter Two: Fieldwork**

### **Introduction**

This chapter is devoted to the practical part of this study, mainly the students' test. It explains the process of gathering data on the usefulness of the mind mapping in improving students' reading comprehension of expository texts. A section is devoted to the discussion of the research's means of testing the hypothesis. It describes the method application, the population sample, the data collection process, and the results. The statistical data is presented in tables, followed by analysis. Then, description of the results is provided and finally the chapter wraps up with brief conclusion contains the main finding of the research.

### **2.1. Population and Sample**

To conduct this research, the researchers have randomly selected a sample population of thirty four (34) students, which were administratively grouped into two separate groups, making up a control group with seventeen (17) students and an experimental group as well with seventeen (17) students. All participants are second-year students at the Department of English at the University of Jijel. Second-year students are purposefully chosen as the subjects of this research because technically they are intermediate learners with a considerable stock of lexico-grammatical luggage making them reasonably aware of their target language and which would ultimately eliminate the possibility of any linguistic struggle when dealing with the texts.

### **2.2. Data Gathering Tool**

In the current study, the researchers attempt to use a descriptive quantitative method in order to process, analyze, and describe the main points related to reading comprehension and the importance of mind mapping in facilitating learners' reading comprehension of expository texts. In light of the aim and the formulated hypothesis, a reading test is employed in order to yield results. As far as the reason supporting the choice of this tool is concerned, this data gathering instrument has frequently proved valid because it eliminates any personal opinions or perceptions and gets results indirectly without having the participants pressured into doing well or subjectively being influenced by any pressures from the researchers. The design of the test followed the Cambridge English Qualifications (CEQ) Tests (2019) for reading comprehension which require the students to draw on their comprehension and understanding of the text in order to answer open cloze questions that are mainly WH questions. A single word is needed to fill each gap – sometimes a phrase. While the CEQ, includes other types of questions and its time span is ninety (90) minutes, the current test sticks to WH questions only and was conducted in the time frame of sixty minutes.

## **2.2.1. Description of the Students' Test**

### **2.2.1.1.The Text**

The chosen text (Appendix A) is an expository in nature about a number of well known celebrations (Halloween, New Year's Eve, Thanksgiving, and Valentine's Day). It is composed of four body paragraphs; each one provides the reader with information on one of the four celebrations, plus a general introduction and conclusion. Such a topic for the text was chosen because it is a refreshing topic whose content attracts readers and spike their interest and eagerness to read the whole text. For why expository texts –as opposed to literary texts- were the focus of this study, these when they contain certain types of rhetorical organization (like causality, argumentation, and classification) present an edge of difficulty as opposed to literary texts where structure is generally chronological, and rarely ruptured (Alderson, 2000, p. 66).

### **2.2.1.2.Instructions**

Participants of the control group were instructed to answer the text questions following the usual technique while the experimental group participants were requested to read the text first, fill in the mind map chart (which had some gaps to be filled relying on the text: Appendix C), and then to answer the following questions accordingly.

### **2.2.1.3.Reading Questions**

The text dependent questions basically attacked reading comprehension and were ordered chronologically to eliminate any unnecessary confusion. The questions were also presented in accordance with reading comprehension levels: literal, inferential, and critical reading comprehension.

## **2.3.Analysis of the Results and Findings**

The reading test total score is out of twenty (20) for both groups. In the case of the experimental group, the mind map was not graded on the grounds that the goal for using it is to prove that it has a facilitating effect on the reading comprehension process as it declutters and organizes pieces of information into a more appealing visual aid. To facilitate the representation of the results, a categorization system is proposed in the following table where the students who got 16 out of 20 and above were classified as excellent, 10 out of 20 up to 15 as good, and bellow 10 as inadequate.



**Table 01**

*The frequency and percentage of students' test results: the control group*

| Classification              | Score    | Rate | Percentage |
|-----------------------------|----------|------|------------|
| Excellent                   | 16-20    | 06   | 35%        |
| Good                        | 10-15    | 04   | 23%        |
| Inadequate / Unsatisfactory | 00-09    | 07   | 42%        |
| Total                       | $\Sigma$ | 17   | 100%       |

The table above illustrates that:

- Out of 17 students in the control group, the six who got above 15 showed a good mastery of critical thinking/ reading beyond literal understanding and beyond the lines.
- The ones who got between 10 and 15 struggled with critical comprehension questions.
- Those who got beneath 10 obviously struggled with vocabulary knowledge which means limited literal comprehension of the text. It was also observed that there a degree of lack of interest and motivation which could be attributed to the nature that swarms with details.

**Table 02**

*The frequency and percentage of students' test: the experimental group*

| Classification              | Score    | Rate | Percentage |
|-----------------------------|----------|------|------------|
| Excellent                   | 15-20    | 03   | 18%        |
| Good                        | 10-15    | 14   | 82%        |
| Inadequate / Unsatisfactory | 00-09    | 00   | 00%        |
| Total                       | $\Sigma$ | 17   | 100%       |

The Table above illustrates that:

- None of the participants got beneath 10 which is a promising fact showing the cutting edge difference in terms of comprehension emphasized and accentuated by the mind map.
- 18% scored above 15 which is comparatively lower than the control group.

- 82% got between 10 and 15. This statistic shows that the mind map aided in bridging comprehension gaps. The 42% inadequacy of the control group would have been eliminated with the help of the mind map.

Based on the previous results, it is obvious that mind mapping is a very effective tool to improve the students' reading comprehension. The following table sets comparison between the average grades of both the control and the experimental groups.

**Table 03**

*The comparison between control and experimental class*

| Control class | Experimental class |
|---------------|--------------------|
| 11,26         | 13,29              |

The comparison between the control and experimental group shows that there is significant difference in students reading comprehension. The problems faced by the students in reading are difficulties in identifying the main idea of the text, difficulties in identifying explicit and implicit detail information of the text, difficulties in identifying the word meaning, besides lack of interest. The use of the mind map relatively improved their ability to make inferences and read beyond the lines. With regard to lack of interest, the problem was also observed with experimental group which stipulates that had the mind map been used by a teacher as part of a lesson, particularly warm up, there would certainly be less impassivity in reading activities.

The research results indicate that there are satisfying improvements achieved after using mind mapping. It improves reading comprehension in the mentioned indicators of reading, it helps students to connect background knowledge and the ideas obtained from the text, and aids with commitment with the reading activity despite the usual lack of responsiveness.

#### **2.4.Limitations of the Study**

When conducting this research, a number of obstacles have slowed down the process of gathering data. Some of these setbacks can be summarized in the following points:

- Due to the ramifications of the Covid-19, we did not have ample time to work with other subjects. Because of the limited span of sessions, it was difficult to score two consecutive sessions so as the time frame of the test is 90 minutes instead of 60. Perhaps, had the students have more time, they would have had more space to tackle the text, particularly the experimental group who had a map to fill in addition to the questions.
- Had we had more time, we would have implemented an intervention as well with pre- and post-tests with mind maps being a central technique/strategy in the instruction.

- The unavailability of some sources made the data gathering process arduous.
- The fact that there was no module devoted to the reading skill was frustrating especially that writing is allotted normally a 4h 30mns space in the timetable weekly; the same goes for listening and speaking together; while none is devoted to reading. Some semblance of the module, named Text Analysis, have blurred guidelines compared to other skills.

## **Conclusion**

The findings, student's answers, and data found confirmed our research hypothesis. Students show positive attitude towards using mind maps as a solution to improve their reading comprehension process. Based on the statistical analysis of the test, there was a significant difference in reading mastery between the two groups. The experimental group showed a slight degree of improvement than the control group which would have been heightened had there been instruction. The average of the experimental group (13.29) is higher than that of the control group (11.26) who experienced several reading comprehension difficulties.

Students need to be made aware of the importance of mastering the reading comprehension skills in order to ensure their success in the foreign language proficiency. This skill is quite essential not only for academic and professional purposes, but for the mere sake of reading for pleasure. Moreover, the mind map tool is very useful for other fundamental abilities as writing, spelling, and critical thinking. Therefore, the EFL learners should be sensible taught how to use them to reinforce reading comprehension.

## **General Conclusion**

The current study examines the impact of using mind maps to improve EFL learners' reading comprehension of expository texts. The findings of the study indicate the significant contribution of the mind mapping tool on the reading comprehension process. Based on the data analysis of the students test, we have concluded that learners are fully aware of the important role of the reading skill in the in tertiary educations well as their daily lives as well. In addition, they need to know and practice different methods, and techniques which may enhance their reading comprehension capacity.

Furthermore, students' results show that mind mapping is a new, active, easy and vivid technique/strategy that may be useful to develop the reading comprehension process in Algerian higher education where the need to read long stretches of discourse is a byproduct. Besides that, they also confirmed that this tool can help to improve the learners 'spelling and enrich their vocabulary.

## **Recommendation and Pedagogical Implications**

The main goal of the present research is to test whether there is a positive effect of mind mapping on students' reading comprehension, and to provide pedagogical suggestion for the use the mind map technique/strategy. Based on the above-mentioned results, the following might be some potential pedagogical implications and recommendation:

- Teachers should be more creative in their instruction to make teaching and learning more enjoyable and interesting. They have to change the traditional tasks, and tests of assessing reading comprehension.
- Learners should read more different materials of varying genres, length, and complexity to habitualize the skill and internalize a set of techniques/strategies in the learners which would come to use naturally.
- Teachers should take into consideration the learners' individual differences, learning style, interest, and their capacities which may help them to select the appropriate teaching methods and the text genre.
- Creating a motivating environment to help learners to show their abilities where reading types (intensive and extensive) and methods (aloud, silent, paired) are valorized to tap into the different capacities of the students.
- Both learners and teachers should encourage group work in reading comprehension tasks that can help in exchanging ideas and knowledge; for instance, assigning a role for each member in the group to accomplish an organized work.

Based on the present result, there are potential suggestions for further research niches such As

adopting new tool, a different technique, or variable. In addition, relying on modern ways to teach reading using learning platforms can be a possible research prompt. Furthermore, focus should also be devoted to studying the differences in learning styles or differentiated learning which may improve reading outcomes.

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**Text:**

American celebrations have a fantastic feeling and of infinite prominence like any other culture. These celebrations such as Halloween, New Year, Thanksgiving, and Valentine's Day can exemplify the passion of the cultural customs and traditions of this country. The means of celebration compliment the proceedings with food, drinks, fireworks and family joining forces to fulfill this leisure time to full enjoyment. Let us take a look at the ways in which different festivals are celebrated by the American society.

Halloween, short for of 'All Hallow's Evening', a holiday celebrated on October 31<sup>st</sup>, the evening before all Saint's (or All Hallows') Day. The celebration marks the day before the Western Christian feast of all Saints and initiates the season of all hallow-tide, which lasts three days and concludes with All Souls' Day. Its origins can be traced back to the ancient Celtic festival known as Samhain (which is called Summer's end). Which was held on November 1<sup>st</sup> in contemporary calendars. It was believed that on that day the souls of the dead returned to their homes, so people dressed in costumes and lit bonfires to ward off spirits. Every October 31<sup>st</sup>, both children and adults slip into the night as ghouls and goblins, princesses and pirates. Many Americans celebrate the traditions of Halloween by dressing in costumes and telling tales of witches and ghosts. Pumpkins are carved into glowing jack-o'-lanterns. Children parade from house to house, knocking on doors and calling out "Trick or treat!" hoping to have their bags filled with candy. It can be a night of fun for those who participate. There are various symbols associated with Halloween. These include the spooks, ghosts and walking skeletons that represent the contact between the spiritual and physical world and between the living and the dead. Human figures that are often represented on Halloween are witches and wizards, who are seen to have the power to contact the spirit world. Bats, black cats, and spiders are often connected with this holiday. These animals are associated with the night and darkness and often accompany witches and wizards. There is also a range of objects associated with Halloween; these include blood, fire, gravestones, pumpkins, bones, and skulls. They all have connections with death, the spirit world or protecting property from evil spirits.

New Year's Eve (in the Gregorian calendar) also known as Old Year's Day or Saint Sylvester's Day in many countries, the evening or the entire day of the last day of the year, is on 31 December. The last day of the year commonly referred to as "New Year's Eve". In many countries, New Year's Eve is celebrated in the West with dancing, eating, drinking, and watching or lighting fireworks. The celebrations generally go on past midnight into New Year's Day, or January, 1<sup>st</sup>. The earliest recording of a New Year celebration is believed to have been in Mesopotamia, 2000 B.C. and was celebrated around the time of the vernal equinox in mid-March. A variety of other dates tied to the



## The Effect of Mind Mapping on Reading Comprehension

seasons were also used by various ancient cultures. The Egyptians, Phoenicians, and Persians began their new year with the fall equinox, and the Greeks celebrated it on the Winter solstice. The first time the New Year was celebrated on January 1<sup>st</sup> was in Rome in 153B.C. In fact, the month of January did not even exist until around 700 B.C., when the second king of Rome, NumaPontillius added the months of January and February. With Christianity, in the Roman Catholic Church, Lutheran Churches, and the Anglican Communion, the first of January is observed as the Feast of the Circumcision of Christ, and specifically within Roman Catholicism, honoring the Blessed Virgin Mary, the mother of Jesus; it is a Holy Day of obligation. Americans usually take a vacation from 24 December to 2 January to celebrate both Christmas and New Year and it called Xmas. Xmas is a term used to describe the days between Christmas and New Year (27th-30th December), when you can take some time to deepen family relationships.

Thanksgiving is celebrated in the USA and Canada. In the USA, it is celebrated on the fourth Thursday in November every year. The Canadians celebrate it on the second Monday in October. It is associated with giving thanks to God. In the beginning people expressed gratitude for the harvest they reaped. It used to be a religious holiday but now it has become a secular celebration (not religious). The most important part of the celebration is the dinner which includes the customary turkey served with cranberry sauce, and pumpkin. A lot of business goes on during this holiday. For example, restaurants take advantage of the holiday to sell turkey dinners. Families and Friends usually get together for a large meal or dinner during thanksgiving and have a lot of fun. That's why, the thanksgiving holiday weekend is considered one of the busiest travel periods of the year. Students are given a four-day or five-day weekend vacation. Thanksgiving is also a paid holiday for most workers.

Valentine's Day can be said to be a symbol of love. The bond between two people is celebrated on this day. On the eve of Valentine's Day people represent cards, chocolates, and flowers to their loved ones. It is basically celebrated in memory of St. Valentine although there are historically different opinions about Saint Valentine. In 1969 the Catholic Church confirmed the existence of a total of eleven St. Valentines and announced a feast in his honor on February 14<sup>th</sup>. The most important of these valentines is considered to be St .Valentine of Rome. The week before February 14<sup>th</sup>is celebrated as Valentine Week. Each day carries its specialty. The days are sequenced by Rose Day, propose Day, Chocolate Day, Teddy Day, Kiss Day and Hug Day. These days are also a source of inspiration for poets and authors various love quotes depict the glory of love, bonding and eternal peace drawn out of love. Valentine's Day is also bliss for commercial purposes. Millions of love cards are sold each year on the occasion of Valentine's Day. The love Cards are taken as a medium for bringing joy on the faces. The trend of presenting cards is quite old. In the 18 century in England, the custom of gifting on Valentine's Day became quite popular. People, in those days, started representing cards and chocolates to their loved ones.

## The Effect of Mind Mapping on Reading Comprehension

Festivals and celebrations are an important part of many cultures around the world. They are a special time when people get together to celebrate their beliefs and culture. Celebrations often involve special food, clothing, music and rituals.

### Questions

#### A) Reading comprehension

**Task one:** I read the text and answer the questions

1. What is the origin of Halloween?

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And why do people celebrate it?

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2. Talk about the modern way of celebrating the “Halloween”?

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3. What are the different symbols of Halloween?

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4. What animals are associated with Halloween?

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4. Talk about the traditional way of celebrating Halloween. What are the old festivities?

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In your opinion why did they choose Pumpkins, Spooks, Ghosts, Walking skeletons, Witches, dead human as figures to welcome them?

The Effect of Mind Mapping on Reading Comprehension

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5. How is New Year Eve celebrated?

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6. What other names does New Year's Eve Have?

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6. When and where is this event traced back?

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7. When did the ancient cultures begin celebrating New Year Eve?

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8. Did the Greeks have the same date of celebrating this event?

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9. For Christens, what does this event represent?

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10. When do Canadians celebrate Thanksgiving?

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11. Why do Americans and Canadians celebrate it?

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The Effect of Mind Mapping on Reading Comprehension

12. What is the main tradition that families and friends share during this event?

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What the main representative dish of this celebration?

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13. When is Valentine's Day celebrated?

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What does it symbolize?

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14. What are the symbolic gifts of Valentine?

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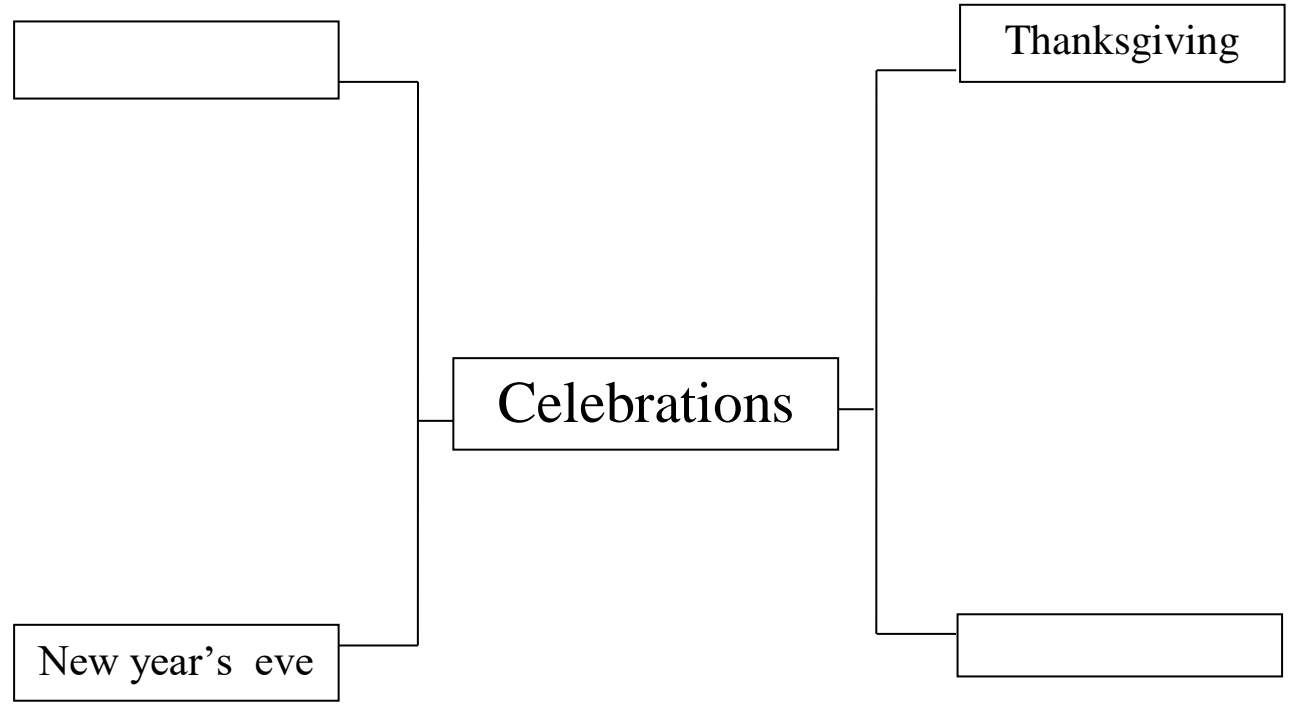
15. How did people come to celebrate Valentine's Day?

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The Effect of Mind Mapping on Reading Comprehension

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- Old year's day/ Saint  
Sylvester's day

Thanksgiving

- giving thanks to god
- it is a secular celebration
- families and friends gathering
- great meal or dinner ( turkey, carnbarry, pumking)

New year's eve

- October 31<sup>st</sup>

- return of dead souls

### Résumé

L'objectif de cette étude c'est de tester l'efficacité de la carte mentale à améliorer la compréhension d'un texte expositif chez les étudiants de la 2ème année, langue étrangère à l'université de Jijel. Pour achever cette étude ou cet objectif, une hypothèse a été formulée en se basant sur les effets positifs de la carte mentale et un test a été tracé selon « Cambridge English Qualifications » afin d'assurer une évaluation objective. L'étude a été menée à l'université de Jijel, sur 34 étudiants de 2ème année. Les étudiants ont été divisés en deux groupes ; le premier nommé « Le groupe contrôle » suivant l'étude académique, et le deuxième groupe nommé « Le groupe expérimental ». L'étude a révélé que la carte mentale a un effet positif sur la compréhension du texte expositif. Les résultats du groupe expérimental (13.29) est meilleure que le groupe contrôle « académique » (11.26). Pour conclure, d'après les statistiques retenues, l'hypothèse citée au début est largement confirmée. L'enseignement de la compréhension écrite en utilisant la carte mentale comme une stratégie ou comme technique<sup>1</sup> est efficace.

## الملخص

الهدف من إجراء هذه الدراسة هو التحقق من فعالية استخدام الخرائط الذهنية كأسلوب في فهم القراءة لدى الطلاب. ومن أجل تحقيق هذا الهدف أجريت دراسة على طلاب السنة الثانية من قسم اللغة الانجليزية بجامعة جيجل وفق معايير "كامبردج" الانجليزية. وضعت الفرضية وتم اختيار 34 طالب قسموا الى فوجين الفوج الأول امتحن وفق الطريقة الكلاسيكية (قراءة النص ثم الاجابة على الاسئلة). أما الفوج الثاني وهو الفوج التجريبي اعتمد على الخريطة الذهنية. وبعد دراسة النتائج وتحليلها إتضح أن للخريطة الذهنية التي اعتمدها الفوج الثاني موقف إيجابي باعتبارها وسيلة فعالة لتحسين فهم القراءة لديهم. وبذلك تم تأكيد فرضية البحث والدفاع عنها بشكل ايجابي من قبل الباحثين.

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