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The Effect of Using Mind Mapping Technique in Reading Comprehension

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Abstract

This study aims to investigate the impact of the Mind Mapping technique on the reading comprehension achievement of Iraqi EFL university students. The research was conducted during the 2025-2026 academic year at the University of Babylon, College of Basic Education. A sample of 70 second-year students was randomly selected and divided into two groups: an experimental group (n=35) taught via Mind Mapping and a control group (n=35) taught using the traditional method. The instrument employed was a researcher-designed reading comprehension post-test consisting of 40 items validated by a jury of experts. Data analysis using t-tests for independent samples revealed a significant statistical difference in favor of the experimental group, with a mean score of 13.89 compared to 0.99 for the control group ($p < 0.05$). The study concludes that Mind Mapping is a highly effective pedagogical tool for enhancing cognitive organization and information retrieval in reading.

Keywords: Mind Mapping, Reading Comprehension, EFL Students, Achievement.

Section One: Statement of the Problem

Teaching is the process through which learning is expected to occur. (Falk, 1994, p. 1) mention that teaching should be focused on developing students' analytical and problem-solving activities in the most effective ways, rather than simply requiring from them to cover the materials of curriculum. Teaching helps students learn, and the quality of education depends heavily on the quality of teaching in the classroom (Rawaa, 2005, p. 2).

(Rivers, 1968, p. 103), all four language skills should be mastered: listening, speaking, reading, and writing. Reading is no less important

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than the other language skills, and each of the four skills is essential for acquiring a second or foreign language.

(Grellet, 1981, p. 8) states that "reading skill should not be separated from other skills. This means that everything students say or write is connected to what they have read. Reading is linked to reading comprehension. When students read, they carefully consider and understand all the words, phrases, sentences, and paragraphs to grasp the full meaning of the text. Through reading activities, students are expected to be able to understand the meaning of the entire text. Therefore, students should possess strong reading skills".

Many EFL instructors who teach reading comprehension at the college levels have complained that most undergraduate students lack experience in understanding and comprehending the text, rather they think of forming sentences, translate them from mother tongue into English.

The problem may be attributed to the methods and techniques employed by instructors of reading comprehension. Using traditional methods and techniques in teaching reading may have an effect on the failure of improving reading comprehension.

As a result, there is a need to try new trends in teaching reading. Thus, the current study is an attempt to investigate the effect of using one of these new trends, known as mind mapping technique. It is part of cooperative learning that builds a social interaction and gives opportunity to students to collaborate and exchange ideas with each other.

1.2 **Aim**

The study aims at investigating the effect of using Mind Mapping technique in reading comprehension at the university level.

1.3 Hypothesis

It is hypothesized "that there is no statistically significant difference between the mean scores of the students who are taught reading comprehension by the traditional method, and those who are taught reading comprehension by the "Mind Mapping", according to their posttests results".

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1.4 Limits

The study is limited to:

1. "Mind Mapping" technique is used in reading comprehension to the experimental group.
2. Using the traditional method to teach the control group students.
3. Second year college students.
4. Department of English Language, College of Basic Education,
5. The 2025-2026 academic years.

1.5 **Value**

The importance of the study is summed up as the following:

1. It is an attempt to shed light on the effectiveness of mind mapping technique on developing student's reading comprehension.
2. Applying the findings of this study to the teaching of reading comprehension through the use of the 'Mind Mapping' technique in Iraqi Colleges and Universities
3. It would be helpful to the EFL instructors, to use mind mapping technique in reading comprehension
4. Stimulating for further studies by those who are interested in teaching reading comprehension.

1.6 Procedures

The procedures are adopted in the current study:

1. A detailed description of the technique namely 'mind mapping' in teaching reading comprehension
2. A review of literature, which supports the present study
3. The mind mapping technique will be used to teach the experimental group, whereas the traditional method will be used with the control group.
4. Pre and posttests are designed to assess the learners' reading comprehension
5. The two groups (control and experimental) are exposed to a pretest and a posttest, then the independent variable (Mind Mapping) is administered to the experimental group only. The scores of the two groups on the dependent variable will be compared to determine whether there is a statistically significant difference between them or not.

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6. Suitable statistical techniques will be used for the analysis of results of the present study.

1.7 Basic Terms' Definitions

1.7.1 Mind mapping

Mind mapping is the easiest way to develop and retrieve information from the human mind. It is a creative and effective technique for mapping our thoughts (Goodnough & Woods, 2002, p. 34).

1.7.2 Technique

state that technique "it is an application that actually takes place in the class. It is a particular trick, strategy, or stratagem used to achieve an immediate goal" (Arends & Richards, 1997, p. 19).

1.7.3 Reading comprehension

(Rivers, 1968, p. 180) asserts that reading comprehension is "the ability to understand the written text that the author intends to convey. Comprehension is the essence and goal of reading, as it constitutes an interactive process between the text and the reader".

Section Two: literature Review

2.1 The Nature of Reading

(Adams, 1990, p. 62) defined reading as “a complex system of deriving meaning from print” (Salam Khair, 2006, p. 9). This system includes a series of specific skills related to the process of reading and comprehension. To clarify this skill, (Aronson, Blaney, Stephan, & Snapp, 2000, p. 117) states that the ability to read is an "abstract concept," and that reading constructs stem from reading theory. They are "achieved through the text we choose, the vocabulary, fluency, and the comprehension tasks we ask readers to perform".

The notion of reading skill has changed radically over the decades. Learning theories have undergone a major transformation during the twentieth century. Teaching methods have moved from a behavioral perspective, which dominated the field from the beginning of the century until the 1960s and 1970s, to a holistic or interactive approach, which began in the late 1970s and continues to influence learners' thinking about reading and writing.

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Practitioners of the interactionist model today view reading as a cognitive, developmental, and social task that goes beyond simply understanding written words. In the past, reading was considered a relatively static activity, where meaning was embedded in the text, and the reader's role was to understand what was conveyed through the written words (Pearson, 1985, p. 20) (Salam Khair, 2006, p. 10).

(Harris & Sipay, 1975, p. 5) state that reading as is "the meaningful interpretation of written or printed verbal symbols." In other words, reading is decoding writing and reconstructing the words that were in the writer's mind. However, it is a difficult skill, and readers always understand more or less ideas than what the writer intended, even in their native language. As for (Joyce, 2003, p. 126) describes reading "as a psycholinguistic guessing game. Meaning does not originate solely from printed letters, but involves an interaction between thought and language. Instead of reading each word individually, readers select the fewest possible and most productive cues from the printed page—the cues necessary to arrive at and confirm their guesses".

2.1,1 The Notion of Reading Comprehension

(Pearson, 1985, p. 20) state that for a reader to become proficient in reading comprehension—that is, understanding and constructing meaning from what is read—two essential learning requirements must be met. First, the reader must possess adequate knowledge of words; second, the reader must be able to reason with and interpret the written text. In the relevant literature, the first requirement is commonly referred to as vocabulary knowledge, while the second is known as text comprehension. Although these terms may appear simple, they represent two fundamental components of the complex process of reading comprehension. Both involve intricate cognitive processes related to how readers process and acquire information, and they also present considerable challenges for educators in teaching students to develop these abilities.

However, achieving complete understanding is difficult, and readers often interpret more or less than what the writer originally intended, even when reading in their native language. As for Bruce (Joyce, 2003, p. 126) describes reading as a 'psycholinguistic' guessing game, in which

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meaning does not arise solely from the printed words but results from the interaction between thought and language. Rather than focusing on every individual word, readers rely on the most useful and limited set of cues from the text to form and confirm their interpretations.

2.2 Teaching and Learning Reading Comprehension Skill

(Jones & L.S, 2001, p. 356) states that the main goal of learning to read in a language and to access literature written in that language. In language teaching, it has been customary to select reading materials from literary texts that represent "high" forms of culture.

The communicative approach to teaching language is given teachers different understanding of the role of reading in language classes and the types of texts that can be used in teaching materials, the objective of teaching is to develop communicative competence to learners, everyday materials such as train timetables, newspaper articles, travel and tourism information are used. Web site also becomes appropriate classroom materials, because reading them is one-way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level (Savignon S. , 1991, p. 261).

(Grellet, 1981, p. 147). this approach assumes that students learn a language by studying its vocabulary, grammar, and sentence structure, rather than by actually reading it. In this approach, lower-level learners read only sentences and paragraphs written by textbook authors and teachers. Reading original text is limited to the works of senior authors and is reserved for advanced students who have acquired the necessary language skills to read them.

(Armbruster & et al, 2001, p. 24) indicated that before students read, teachers should prepare them for the reading experience. Teachers can explain the background of the text or some information about it, or discuss its theme. They can also ask students what they already know about the topic or text. If the text is difficult, students can be provided with a summary or some clues which help them to understand it. They can read a summary of the paragraph or topic written in simplified

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English first. This will help students to refresh their knowledge of the topic or text and anticipate the content of it.

(Carrell, 1984, p. 322), cited in (Salam Khair, 2006, p. 13) offered several suggestions and recommendations for refreshing students' knowledge in order to improve their reading skills. She proposed providing introductory materials in the form of lectures, films, presentations, demonstrations, classroom discussions, text predictions, and so on. These activities will provide a foundational knowledge that helps students to understand the material.

(Carrell, Devine, & Eskey, 1988, p. 323) asserts that vocabulary should be introduced to students before they begin to reading the text. Moreover, simply to providing them with a list of words' definitions which help as much as looking at these words in terms of associations (e.g., antonyms, synonyms, attributes experience, etc.) Students should encourage reading faster, E.g., (keeping track of their reading speed. Students will improve not only their reading speed but also reading comprehension).

2.2.1 The Purpose of Reading Skill

(Savignon S. , 1991, p. 25) sees that reading is an interactive skill between the reader and the text. Leading to comprehension, the text should be presented letters, words, sentences, and paragraphs that carry meaning. The reader can used their knowledge, skills, and strategies to determine those meanings.

The reader's knowledge, skills, and strategies include:

1. Linguistic competence: The ability to recognize the elements of a writing system; vocabulary knowledge; and the ability to construct sentences.
2. Rhetorical competence: Knowledge of rhetorical devices and how to connect different parts of a text.
3. Sociolinguistic competence: Knowledge of different text types, their structures, and their typical content, with reference to social and cultural aspects.
4. Strategic competence: The ability to use top-down strategies, in addition to language knowledge (bottom-up strategy).

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(Grellet, 1981, p. 87) views the purpose of reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply in achieving reading comprehension. In reading comprehension results, the reader knows which skills and strategies are appropriate and important for the type of text, these will make students understand how to apply them to accomplish the reading purpose.

2.2.1.1 Core Components of the Reading Heuristic

(Urquhart & et al, 1998, pp. 11-13) state the core components of the reading heuristic:

The Reader

The reader brings to the act of reading his/ her cognitive abilities (attention, memory, analytical, critical thinking, reasoning, and visualization); this/ her motivations (the purpose of reading, interest in the content, and self-confidence as a reader); their knowledge (vocabulary, subject matter, linguistic, rhetorical skills, and comprehension strategies). These characteristics vary considerably between readers (individual differences) and even within the same reader depending on the specific text and activity (individual differences).

- **The Text**

The characteristics of any text greatly influence its comprehension. During reading, the reader forms various representations of the text, which are crucial for understanding. These representations include the explicit code (the precise wording of the text), the text's base (the units of thought that constitute the text's meaning), and the mental models (the way information is processed to extract meaning) embedded within the text.

- **The Sociocultural Context**

The surrounding environment (such as the classroom, home, culture) that influences how reading is understood and applied

- **The Activity**

The reading process involves one or more objectives or tasks, text processing operations, and the results of these operations within a specific context. The initial reading objective may change the reader's progress; he /she may encounter new information that raises new questions that the

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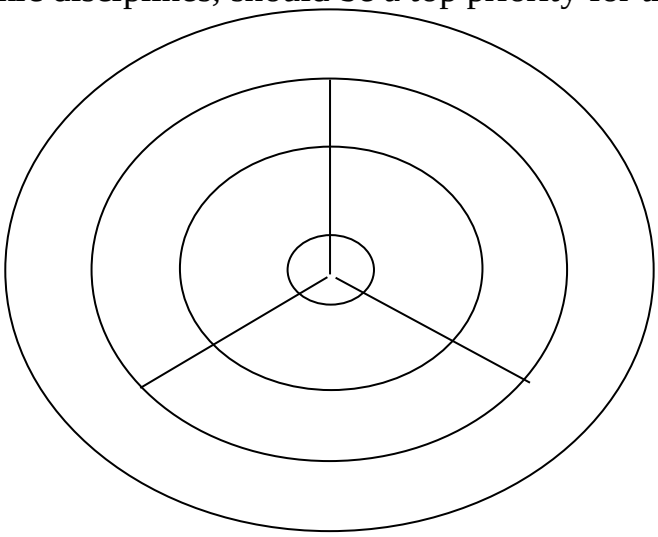
render faced in his reading. Text processing includes decoding, advanced linguistic and semantic processing, and self-monitoring of comprehension, all of which depend on the reader's abilities and the various characteristics of the text. Each element of text processing has varying degrees of importance depending on the type of reading being done, such as speed reading (understanding the gist of the text) or study (reading the text with the intention of retaining information for a period of time).

Finally, the outcomes of reading are part of the activity. These outcomes include increased knowledge, problem-solving skills, and engagement with texts. Long-term reading outcomes are of paramount importance to educators. Therefore, identifying educational practices that enhance learners' long-term comprehension abilities, thereby promoting learning across all academic disciplines, should be a top priority for the state.



This framework highlights that comprehension involves more than simply decoding words, and it requires the active construction of meaning through the interaction of these components.

2.3 Cooperative Learning (CL)

Cooperative learning is an excellent way to raise students' motivation and increase their participation in the learning process. Johnson and Johnson (Aronson, Blaney, Stephan, & Snapp, 2000, p. 1) assert that, "cooperative learning exists when students work together to accomplish shared

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learning goals". Cooperative learning classroom environment, the students feel safe, and respectful; their questioning process becomes more open and honest.

(Flowers, James, John, & Ritz, 1994, pp. 16-17) state that cooperative learning methods stem from a student-centered philosophy, encouraging students to take responsibility for their learning by involving them in all classroom activities and fostering collaboration within groups outside the classroom. In this type of learning, the teacher's role is limited to that of a guide and facilitator, not an expert. This is not a passive role for the teacher. Cooperative learning requires careful planning and preparation by the teacher to develop activities that support and guide students through the curriculum. The core concept of cooperative learning involves organizing students into small groups after receiving instructions from the teacher, and then working together to complete a task.

2.3.1 The Principles of Cooperative Learning

Teachers must apply the following principles of cooperative learning

1- Cooperative Group Management.

Groups in cooperative learning differ from traditional groups where students form their own groups. In cooperative learning, effective group management requires both the will and skill to collaborate (Lee, 1990, p. 3). (Jacobs & George, 2004, p. 2)Jacobs et al. (1997: 2) acknowledge the need for the teacher to carefully consider student distribution, group size, how to maintain student attention during group work, and how to keep noise levels within reasonable limits.

2- Teaching Collaborative Skills.

(Domas, 2003, p. 4) points out that collaborative skills often overlap with thinking skills, such as asking for and giving reasons, which prompts students to think more deeply and encourages them to explain what they have said.

3- Positive Interdependence.

The group members feel that they want to help each other "one for all, and all for one", and cooperate to achieve their common goal (Johnson & Johnson , 1991, p. 1).

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4- Individual and Group Accountability.

All the students must take part in the group, and no one will attempt to avoid doing their share of work (ibid).

5. Face to Face Interaction.

Team members help each other, share their efforts, encourage each other, and support each other's efforts to achieve success through promotional interaction within their groups (ibid).

2.3,2 Techniques of Cooperative Learning

(Alexander, 2003, p. 1) states that cooperative learning techniques provide teachers with an effective way to help all learners meet content standards and develop the personal skills necessary to succeed in a multicultural world.

2.3.2.1 Problem Solving Technique

(Brown, 1991, pp. 100-101), it is a type of learning that requires students to think in order to find a suitable solution to a particular problem.

2.2.3.2 Storytelling Technique

(Peters, 2003, p. 353) suggests that storytelling is an activity that can be used to end or interrupt a lesson to change the students' mood. (Tomas, 2002, pp. 95-96) emphasizes that it allows students to practice basic skills and helps them get to know each other.

2.3.3.3 Information Gap Technique

It is a useful activity, as one person possesses information that the other lacks. The student must use the target language to exchange information and communicate to achieve the task objectives (Tomas, 2002, p. 80).

2.3.2.4 Brainstorming Technique

In the process of brainstorming, students can work individually, in groups, or in pairs to generate a list of ideas, words, or concepts related to a particular topic aloud and quickly (Lorenzen, 2003, p. 329).

2.3.2.5 Mind Mapping Technique

Mind maps are the easiest way to develop and retrieve information in the human mind. They are a creative and effective technique for mapping our thoughts (Brown, 1991, p. 123).

Mind maps can serve as an effective tool for helping learners organize and plan their ideas. Students may be provided with examples that guide

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them in creating step-by-step hierarchical patterns, which assist them in retaining and structuring their thoughts. The mind mapping technique is particularly useful during the reading comprehension stage, as it helps learners explore ideas and generate thoughts related to the topic they are reading. It enables them to collect and connect concepts associated with the main theme, thereby supporting the organization and development of their ideas (ibid.).

2.3.2.6 Teaching Reading Comprehension through 'Mind Mapping Technique'

'Mind Mapping' is a visual and radial technique used in reading comprehension to improve understanding and memory retention. It involves connecting a central topic to related ideas through branches, keywords, colors, and images. This technique enhances critical thinking by enabling readers to organize information, identify main ideas, and visualize the relationships among different concepts, making it an effective method for developing reading comprehension skills (Brown, 1991, p. 122). (Buzan, 2005, p. 34) indicated that mind maps are a diagram through which we can represent tasks and ideas, and establish links between different content, with subtopics radiating from a main theme. They can also be used to organize and categorize ideas.

(Budd, 2003, p. 45) states that mind map is a technique that summarizes learning content by organizing complex topics systematically across a map, making them easier for students to understand text. Buzan (2013) points out that mind map is an effective graphical technique that acts as a comprehensive key unlocking the brain's potential, used to gather vast amounts of information. We can apply mind maps to all aspects of our lives; they enhance learning, develop mental abilities, and improve human performance. As for (Budd, 2003, p. 54) mentioned that "Mind Mapping" is a graphic organizer tool that presents the main topic and sub topic through the branch. It is a important tool used to generate ideas, note taking and thinking developed. When creating a mind map, the person usually puts the main idea in the middle of a page.

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Section Three: Methodology and Procedures

In this section, the researcher presents the steps and procedures followed in conducting the field work of this investigation in detail. The steps and procedures can be summarizing as follows:

1. The procedures used for the selection of the study sample of the study (i.e. matching procedures between the experimental and control group).
2. Building up the test including the estimation of face and content validity, as well as discussing the steps of ascertaining the test validity and reliability.
3. Explain the main procedures used in conducting the final experiment and managing the subsequent test, as well as specifying the time period required to conduct the field.
4. List the statistical tools used to achieve the study objectives.

2.1 Experimental Design

It is crucial that the experimental design should be appropriate because it determines whether it's valid or not, objective and accurate answers to study questions will be obtained (Christian, 1988, p. 158). In order to carry out the current study, the researcher uses randomized control group pretest – posttest design. To achieve the aims of the present study, "the pretest– posttest equivalent– groups design" is used.

The design involves two groups (experimental and control) selected by randomly assignment from second stage/ English department. Both groups are measured before treatment. Each group is assigned randomly to either control or experimental treatment. The experimental group is the is taught reading comprehension using mind mapping technique while the control group is taught reading comprehension in the prescribed textbook

3.2 Experimental Application

The experiment began on the 15 rd. of March and ended on 20th of May of the academic year 2025–2026. The lessons were arranged for both groups on three days every week, the same materials were chosen for both groups. The experiment was conducted over a period of nine weeks. Both groups were taught by the same instructor to eliminate the teacher variable.

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3.2.1 The Experimental Group

The researcher has taught the experimental group to achieve three purposes of interactive activities i.e. exposure, expansion and expression. The proportion of class time spent on activities for each purpose has varied according to the level of the students and materials. The researcher has found that he tends to spend more time clarifying the meaning or exposing students to the words and refining usage. The researcher has followed the following procedures in order.

3.2.2 The Control Group

The researcher has followed the same steps in teaching reading comprehension which are mentioned in their textbook

1. Reading materials were presented orally to the students, followed by the introduction of new vocabulary through synonym-matching activities.
2. The researcher explains the new words in RC by gaining the synonyms of these words
3. The students are given the same exercises and techniques as those used in reading comprehension exercises.

3.3 The Test

All types of teaching require assessment and appropriate instructional strategies. In the present research, assessment was conducted using a test specifically designed for this purpose. The test was developed based on the materials used during the treatment phase and included a passage followed by 40 items that evaluated the students' reading comprehension skills.

The test is consisted of four questions; it examines student's achievement of reading comprehension. This test aims at examining the hypothesis of the study. The hypothesis states "that there is no statically significant difference between the achievement of the experimental group which is taught reading comprehension by using Mind Mapping technique and the achievement of the control group which is taught reading comprehension by using the traditional way".

3.3.1 Test Validity

Generally, validity refers to "whether a particular indicator measures what it is intended to measure rather than some other phenomenon"

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(Carmines & Zeller, 1979, p. 162). Validity has been identified as the most important characteristic of test, relating to the extent to which meaningful inferences can be drawn from the test results (Bachman & Palmer, 1996, p. 322). To verify a test's validity, a verification process is required, in which the test user provides evidence supporting the inference or decisions made based on the test results.

To ensure the validity of the test used in this study, the test was presented to experts in English language teaching and linguistics. They asked to determine whether the test is valid or not by:

1. Determine the suitability of the test items for the study sample, and
2. Provide any suggestions, modifications, deletions, or additions necessary to enrich and improve the test.

The jury members have agreed that the test is suitable except for some modifications which have been taken into consideration.

No.	Academic Rank	Name	College
1.	Asst. Prof	Abdul Wahid Salman	College of Art Education/ Ph. D.
2.	Asst. Prof	Abdul Kirim Fadhal	College of Education/ Ph.D.
3.	Asst. Prof	Sabeeha Dehham	College of Basic Education University of Babylon (Ph.D)
4.	Asst. Prof	Saad Salal Sarhan	College of Basic Education
5.	Asst. Prof	Bilal Ali Burhan	College of Basic Education

3.3.2 Reliability of the Test

Test reliability can be defined as "the extent to which it is free from elements of random error". It is, in fact, a prerequisite for the validity of performance assessment, as the test must provide consistent and reproducible information about the candidates' language performance (Key, 1997, p. 35). In other words, no test can achieve its intended purpose if its results are unreliable. The reliability of a performance test depends on two main variables.

1) The simulation of the test task, and
2) The consistency of the assessments.

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3.3.3 Pilot Study

A sample includes 30 students is chosen to apply the test reliability. This sample is selected from morning section (class C) / English department exposed to the test and reliability coefficient is computed using two methods: Alpha Cronbach Formula and Split– Half method

3.4 Final Test

The total number of the study subjects is (70) students. They are seated to take the test in two comfortable classes; Each class contains (35) students one class contains (35) pupils. The test in its final form accomplished on 10th may, 2025. The researcher explains the instructions of the test to students in English and in Arabic. The researcher corrects the responses by herself.

Section Four: Analyses of Results, Conclusions, Recommendations and Suggestions for Further Studies

4.1 Analysis of the Results

The SPSS (Statistical Package for the Social Sciences) was used to analyze the data collected during the research. The results of this study were analyzed to achieve its objectives and verify the proposed hypotheses.

1. The results confirm the hypothesis, "which states that there is no statistically significant difference in achievement, in reading comprehension, between the experimental group in which reading comprehension is taught through mind mapping technique and the control group in which reading comprehension is taught in the traditional way".

To calculate the achievement of reading comprehension for the experimental and control groups. T– Statistics (t– test) was computed in accordance with the aims of the study. T– Test is also used in this study to see if there is any statistically significant difference between the mean scores.

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Reading Comprehension Post–Test Scores

Subjects	N	M	SD	t– Value	Tabled t– Value	D.F	Level of Significance
Experimental	35	13.89	2.84	4.45	4.26	74	0.005
Control	35	0.99	2.88				

4.2 Discussion

The statistical analysis of the results indicates that the achievement of the experimental group is better than the achievement of the control group. This indicates that the mean value of the experimental group is (13.8929), which is higher than the mean value of the control group in the post– test (0.9929). This refers that 'Mind Mapping' technique has a significant effect on the experimental group, which scored higher in post– test.

4.3 Conclusions

The following points are concluded from the results of this study:

1. '[Mind Mapping' technique instruction had a significant effect on the experimental group, who scored higher on the post – test than the control group.
2. Exposure to words in meaningful contexts is preferable to words in isolation.
3. Familiarity and exposure to English words are essential.
4. 'Mind Mapping' technique described in this study would be appropriate for promoting reading comprehension learning in any classroom.

4.4 Recommendations

Depending on the results of the present study, the following recommendations are presented:

1. The students should spend much time on reading instead. Of, dealing with, them in passing, because students to learn, they need many opportunities to see and use.
2. Teachers should help students understand how complex the task they are facing, give them the tools to learn reading comprehension effectively.
3. Teachers should be encouraged to incorporate mind mapping into RC.

4. A special emphasis should be given to vocabulary because vocabulary development is essential for the students to learn EFL or any other language.
5. Special attention should be paid to the use of interactive lessons because the results of the current study indicate that interactive and communicative activities can lead to better reading learning.
6. Activities and reading materials should be of content– rich language, pupils should be encouraged to read self– selected materials, and teachers should give pupils reading assignments that interest them.

4.5 Suggestions for Further Studies

1. A study using the same procedures can be conducted on the other stages.
2. Another study can be done to "investigate the effectiveness of other techniques on reading comprehension acquisition".

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أثر استخدام تقنية الخرائط الذهنية في فهم المقروء

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مستخلص البحث

تُعدّ مهارات اللغة الأربع الأساسية في التعليم هي القراءة والكتابة والتحدث والاستماع. ومن بين هذه المهارات، تُعتبر القراءة مهارةً بالغة الأهمية، وهي ضرورية لكلٍّ من المعلمين والطلاب، إذ تلعب دورًا حيويًا في عملية التعلّم. تُعرّف الخرائط الذهنية بأنها تمثيل مرئي للأفكار، يُساعد المتعلّمين على توليد المفاهيم وتنظيمها لأغراض القراءة. مع ذلك، يواجه متعلّموا اللغة الإنجليزية كلغة أجنبية في العراق صعوبات في فهم المقروء، وذلك بسبب محدودية مفرداتهم، ونقص فهم معاني المفردات، وقلة معرفتهم اللغوية، فضلًا عن التحديات التي تواجههم في توليد الأفكار. لذا، يحتاج المعلمون إلى تبنّي أساليب مبتكرة لتعزيز فهم المقروء، ويمكن أن تُشكّل الخرائط الذهنية أسلوبًا تعليميًا فعّالًا في هذا الصدد. تهدف هذه الدراسة إلى بحث كيفية مساهمة تقنية الخرائط الذهنية في تحسين قدرة الطلاب على القراءة. حيث. شملت عينة الدراسة 70 طالبًا، وتمّ استخدام تصميم تجريبي بمجموعتين (تجريبية وضابطة). تُشير النتائج إلى أن تقنية الخرائط الذهنية تُحسّن فهم الطلاب للمقروء بشكلٍ ملحوظ. وبناءً على ذلك، تُلخص الدراسة إلى أن الخرائط الذهنية طريقة فعّالة يُمكن استخدامها لتعزيز مهارات فهم المقروء لدى الطلاب.

الكلمات المفتاحية: رسم الخرائط الذهنية، فهم المقروء.