Kingdom of Saudi Arabi
Minstery of Higher Education
King Abdul Aziz University
College of Education
Educational Technology

The Effectiveness of Using Electronic Mind Maps on Achievement in English Grammar by Second Year Secondary in Al Raas District

A thesis submitted for the requirements of the degree of master in

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Prepared by:

Asia s. Aloufi

1003661

Supervised by:

Dr. Manal Mobarez

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Summary

In the search for finding methods, means and ways to transfer the scientific material from the teacher to the student appropriately, it is intended to attain a profound grasp of English grammar and understand the relations between the grammatical rules, which are in most cases constitute a difficulty to the student. Accordingly, this research aims to investigate the efficiency of using the electronic mind maps in teaching English grammar to the 2nd class in secondary schools. To achieve the research objectives, a semi-experimental approach based on two groups has been used. One of the two groups was experimental and it was taught using the electronic mind maps . The other was a control group and it was taught using the traditional method. Pre/post tests have been applied to both groups.

The research issue is represented in the following question:

- What is the effectiveness of using the electronic mind maps on achievement in English grammar by second year n secondary sstudents in Al Raas District?

This question is further divided to the following sub-questions:

1. What is the content of English language provided by a program based on electronic mind maps?

2. What is the scenario proposed for an educational program based on the electronic mind maps to teach English grammar to the 2nd class students in secondary school (scientific track) in Al Raas District?

3. What is the efficiency of the educational program proposed based on the electronic mind maps to teach English grammar to the 2nd class students in secondary school in Al Raas District?

Research Findings:

There is statistically significant difference at (0.05) significance level between the average marks of the experimental group students and the average marks of the control group students in applying the post-test grades. Therefore, the experimental group is statistically significant.

In light of the findings the researcher was able to conclude with the following recommendations:

1. Disseminate the culture of electronic mind mapping among the teachers and students at different stages of education.

2. Design educational units using the electronic mind maps for various subjects and stages.

3. Prepare workshops for English teachers on how to use mapping software in general and electronic mind mapping in particular in education.

4. It is necessary that teachers should urge their students to use the electronic mind mapping in studying and summarizing the subjects of study.

5. Give due attention to the modern methods of education supported with technology.

Research Suggestions:

1. Conduct experimental research on the efficiency of electronic mind map in developing English vocabulary and writing skills of students at intermediate and secondary stages.

2. Conduct experimental research addressing the efficiency of electronic mind mapping in developing the academic achievement of the handicapped.

3. Conduct experimental research addressing the impact of electronic mind mapping in developing the creative thinking of students at different stages of education.