

## Use of Mind Mapping Technique to Improve the Writing Skills of ESL Learners in Sri Lanka

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**Abstract:** Writing skills is one of the productive skills, which has been a significant skill in written communication. However, it has been a challenge for several ESL/EFL learners in grasping the writing skills. Hence, this action research was conducted with the aim of improving the G.C.E (O/L) students' writing skill using mind mapping technique. In this study, 30 G.C.E (O/L) students were randomly selected as sample population. The research instruments of this study were a test and a post-questionnaire. The test consisted of pre-test and post-test, which were designed to identify the learners' difficulties in writing and to see the improvement in participants' writing after implementing teaching. Moreover, the post-questionnaire was designed to collect participants' opinions regarding the use of mind mapping technique. The findings of the data analysis show that the participants obtained lower scores in the pre-test whereas they obtained higher scores in the post-test. When both tests are compared, the participants' writing was creative, meaningful, systematic, content-based and well-organized in the post-test than the pre-test. Further, according to participants' opinions, mind mapping technique helped them improve their writing ability. Writing skills of the students can be improved when the use of mind mapping technique is taught in classroom; students are aware of mind mapping technique, they are guided for preparing mind map before writing a paragraph or essay and ESL curriculum designers in Sri Lanka introduce mind mapping technique as one of the lessons in English textbooks.

**Keywords:** English as a Second Language, General Certificate of Education, mind mapping, writing skills

### 1. Introduction

Communication is the tool of transforming ideas, thoughts, emotions and feelings through speaking, writing and other non-verbal cues among the people. Communication is divided as

verbal communication and non-verbal communication. Verbal communication is further divided as oral and written communication. Written communication has been significant to convey the ideas and thoughts to the readers. However, English as a Second Language (ESL) and English as a Foreign Language (EFL) learners around the globe confront a huge challenges and problems in written communication since writing requires grammatical accuracy and writing mechanism. As far as the oral communication is concerned, the speaker does not want to have grammatical accuracy and proper writing mechanism to convey his/her ideas to the hearer whereas written communication should consist of grammatical accuracy and writing mechanism for conveying ideas to the readers effectively. Moreover, teaching writing skills seems one of the major challenges for ESL/EFL teachers.

As far as the English education of Sri Lanka is concerned, English language is taught as a second language at schools, universities and other educational institutions in Sri Lanka. *Hettiarachchi (2010) states “English is taught as a second language at all levels of education. But the significance given to it at each level is different. From grade one to grade three, English is often taught by primary teachers who also teach other subjects in the curriculum. But from grade three onwards, English is taught by English trained teachers or graduate teachers of English” (p. 10).*

Consequently, in terms of the ESL school curriculum in Sri Lanka, writing skills has been one of the key components, and writing ability of the students is tested through formal examinations. However, a vast number of students encounter several challenges and difficulties in constructing paragraphs, letters, essays etc. In particular, a number writing activities such as paragraph writing, letter drafting, essay writing, notice writing, describing graphs, picture etc. are included in the examination for grade 10, 11, 12 and 13. However, it is noteworthy that most of the students get struggled to perform these types of activities in the examination *due to lack of writing ability. In this perspective, it was observed among the General Certificate of Education (G.C.E) Ordinary Level (O/L) students of T/Mu/Al Hilal Central College, Mutur, Trincomalee in that a large number of students possess lack of writing skills, and they are unable to write a paragraph or essay by themselves since they lack creative thinking, vocabularies, writing mechanism and grammar. As the researcher has been teaching English since grade 10, the students’ performance were observed in classroom teaching for over one year.*

*Hence, when various interesting writing techniques are applied in the classroom, students' writing ability can be improved. In most of the ESL/EFL classes, different teaching strategies and techniques are used to enhance writing skills. Elizondo and Garita (2010) carried out a research on useful writing techniques to improve high-school students' descriptive writing in which Elizondo and Garita (2010) conclude the study that use of writing techniques and strategies improves learners' descriptive writing skills. Likewise, there are a number studies which have been carried out using interesting techniques to improve the writing skills of ESL and EFL learners around the Globe. Mind mapping strategy is one of the best techniques to improve the writing skills of the ESL/EFL learners which helps them focus on various areas they intend to include in their writing. It assists the learners develop more creative, meaningful well-organized and content-based writing. Moreover, it also helps the learners use necessary vocabularies and memorize the things which they are intending to include in their writing.*

*There are several research studies which have been previously carried out on the use of mind mapping technique to enhance ESL/EFL learners' writing skills. Accordingly, Buzan (2002) claims that mind mapping is the easiest method to develop information in a human mind and take information from out of brain. It seems a creative and an effective way which maps our ideas. Similarly, Waloyo (2017) conducted a study on teaching writing skills by implementing mind mapping technique. Waloyo (2017) finds that mind mapping has good influences to the students writing skill. Further, as reviewing another relevant study, Bukhari (2016) investigated on how the mind mapping technique enhances the writing skills of EFL learners, in which Bukhari (2016) concludes the study that learners could improve cohesion and coherence; content paragraph structure and length in writing. To justify the current study, there are many local and international studies which were investigated with the aim of improving the writing skills among the ESL and EFL learners using mind mapping technique, and the findings of these studies obviously show that mind mapping technique helps the ESL/EFL learners to develop their writing skills. Thus this study was conducted with the aim of improving the writing ability of the G.C.E (O/L) students of T/Mu/Al Hilal Central College, Mutur, Trincomalee using mind mapping technique.*

### **1.1 Problem Statement**

Writing is a significant component of a language. However, a large number of ESL learners in Sri Lanka encounter difficulties in grasping productive skills such as speaking and writing. According to school ESL curriculum in Sri Lanka, more focus is given for reading and writing.

Nevertheless, most of the students have been poor in writing. In particular, writing skills has been significant for grade 10, 11, 12 and 13 students. In spite of the significance, they get struggled to write paragraphs, notice, letters and essays. In classroom teaching, it was observed that numerous G.C.E (O/L) students confront problems in developing their writing. To overcome this problem and to improve the writing skills by using the mind mapping technique, this study was conducted.

## **1.2 Objectives of the Study**

- *To explore to what extent the mind mapping technique helps the G.C.E (O/L) students of T/Mu/Al Hilal Central College, Mutur to improve their writing*
- *To identify how far the use of mind mapping technique has assisted learners in students to enhance their writing skills*

## **1.3 Research Questions**

- *Does the use of mind mapping technique help the G.C.E (O/L) students of T/Mu/Al Hilal Central College, Mutur to improve their writing ability?*
- *How does the use of mind mapping technique help the learners enhance lengthy, creative and content based writing?*

## **1.6 Literature Review**

This section presents the review of writing, teaching writing skills and mind mapping technique.

### **1.6.1 Introduction to Writing**

As reviewing previous studies related to the current study, Uusen (2009) defines writing as the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas to the readers. Similarly, Brown (2001) describes that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, organize them coherently and use discourse markers coherently into a written texts. Further, writing requires on how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products (p. 335). As focusing on components of constructing writing, Brown (2003) states that there are five components for constructing writing such as organization (introduction, body and conclusion), logical

development of ideas, grammar, writing mechanism, and styles and quality of expression. However, ESL/EFL learners encounter several difficulties in the above components of writing.

*As for the current study, Most of the G.C.E (O/L) students of T/Mu/Al Hilal Central College encounter difficulties and challenges in writing mechanism, grammar and organization. Several factors that contribute to the students' difficulties in developing writing. One of the primary factors is learners' ignorance. Further, as reviewing another similar study, Nunan (1989) claims that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. Several factors vary from academic background and personal interest of the writer to various psychological, linguistic and cognitive phenomena.*

Moreover, as for the negligence of the learners, Byrd (2011) points out in a similar study that most of the second language (L2) learners neglect the writing part. Similarly, the nature and significance of writing has been underestimated in language teaching (Richards, 1992). According to their statement, learners express their lack of interest in writing practices, and prominence is not given to writing skills in ESL/EFL learning/teaching context. As a result, a vast number of learners confront challenges in improving their writing skills.

### **1.6.2 Teaching Writing Skills**

Teaching of writing skills to ESL/EFL learners seems to be a challenge for most of the ESL/EFL teachers. According to the findings of the previous studies, writing skills is neglected by a large number of learners. They always fail to realize the value and significance of writing in communication. As a result, the ESL/EFL teachers encounter challenges in teaching writing skills. As reviewing relevant studies, Sheeba and Ramana (2018) identifies short of challenges in students' perspective. They are such as lack of vocabulary, lack of Grammatical Knowledge, lack of Motivation and learning Environment, and in teachers' perspective, motivation, use of technology, classroom management and different learning styles of the students.

Lack of vocabulary and insufficient grammatical knowledge seem to be the basic factors for learners' poor writing skills. According to the review of secondary sources, Hedge (1988) indicates that a writing activity often requires many factors such as a good ability to developing ideas, high level of accuracy to help readers give clear idea, the use of different grammatical structures, syntax, and vocabulary. However, by the use of diverse teaching techniques, learners' writing can be improved, *According to Pour-Mohammadi et al (2012), training English language Learners (ELLs) to write using a vocabulary pre-view is an effective tool when asking a student to attempt any genre of writing. ESL writers may have a vastly different*

*basic linguistic knowledge than native English speakers who can significantly use the language. Likewise, it is suggested in this current study that use of mind mapping technique is one of the instinct and useful technique which can help the students improve their writing ability. ,*

### **1.6.3 Mind Mapping Technique**

*Use of different techniques can help the learners improve their writing skills. Mind mapping technique has been one of the effective teaching techniques which can help the ESL/EFL learners improve the writing ability. There are a number of previous studies related to mind mapping technique and its usage in improving learners' writing skills. As reviewing relevant studies, Bukhari (2016) asserts that mind mapping technique is one of the useful writing techniques in improving the writing ability, creativity and vocabulary of the learners. Similarly, the results of the data analysis of another relevant study conducted by Khoiriyah (2014) show that the means of the post-test increased among the students after implementing teaching of mind mapping technique. Khoiriyah (2014) concludes that mind mapping technique helped the students improve their writing skills.*

*Likewise, Bukhari (2016) claims that mind mapping techniques are good to be applied in the pre-writing stage to explore ideas, and generate thoughts on the topic for writing. Bukhari (2016) further finds that mind mapping techniques enhanced the writing ability of the experimental group learners than the learners who were taught through the usual teaching techniques. Similar to the current study, implementation of teaching process using mind mapping technique helped the learners to improve their writing ability. Therefore, it is obvious based on the findings of other relevant studies, use of mind mapping technique helps the learners improve their writing skills. As reviewing another study, Naqbi (2011) states that mind mapping helps students to plan and organize their ideas for writing activities. Naqbi (2011) further points out that mind mapping is one of the learning techniques that can facilitate students to improve their writing skill. As for the use of mind mapping for developing writing ability, mind map helps the learners think and imagine creatively. Therefore, Davies (2011) states that mind mapping allows students imagine and explore associations between concepts; concept mapping allows students to understand the relationships between concepts. Therefore, the need of understanding mind mapping technique is vital to make the learners' writing meaningful and imaginative.*

*According to the review of other studies, it can be concluded that mind mapping technique is applied as one of the techniques to teach writing skills in ESL and EFL classes. It helps the learners improve their writing skills. Therefore, several action research studies are conducted with the aim of improving the writing skills using mind mapping technique.*

## **1. Methods and Materials**

The section presents the methods which were used in this study to select the sample and to collect primary data as well as the data collection methods. In this part, some subtopics have been used to describe this section vividly.

### **2.1 Research Design**

This study was an action research and the aim of this study was to overcome the students' difficulties in writing, and to improve their writing skills. The setting of this study was T/Mu/Al Hilal Central College, Mutur, and the sample of this study was selected *using random sampling*. In this study, quantitative method was used since the data collection tools were quantitative. As concerning data collection procedure, both pre-test and post-test were conducted in this study. In between, teaching process was implemented in classroom teaching. Finally, the data were analyzed in systematic and descriptive manner.

### **2.2 Population and Sample**

*There are three classes (11A, 11B & 11C) in the GCE (O/L) 2021 batch at the T/Mu/Al Hilal Central College, Mutur which consist of over 100 students. The total number of students are the total population of this study. Out of the total population, 30 G.C.E (O/L) students were selected as sample population from all three classes. The sample was chosen using random sampling technique. Both the pre-test and post-test, and intervention process were done among the selected participants.*

### **2.3 Research Instruments**

The data collection instruments of this study were a test and a post-questionnaire. The test consisted of both pre-test and post-test which was designed with the aim of identifying participants' difficulties in writing and improvement in writing after the implementation of Intervention process. The pre-test consisted of a paragraph, a formal letter and an essay, and the post-test also consisted of the same questions. According to the G.C.E (O/L) marking criteria, 5 scores were allocated for paragraph writing, 10 scores were allocated for letter

drafting and 15 scores were allocated for essay writing. Total 40 scores were given for the test. Moreover, the post-questionnaire on the other hand was designed with the aim of collecting participants' opinions regarding the benefits of using mind mapping technique in writing. The questionnaire consisted of close-ended questions. The data collection methods were quantitative.

## **2.4 Data Collection Procedure**

*As for the research process of this study, first, a pre-test was conducted without any explanation or instruction given about the use of mind mapping technique. Second, the intervention process was implemented in the classroom. As the first cycle of intervention, three months (30 periods) of teaching process were implemented in classroom teaching. During the teaching process, the participants were explicitly taught about the mind mapping technique, its benefits for improving the writing ability and the use of mind mapping. Moreover, fifteen writing activities were implemented after the instruction and explanation given about the use of mind mapping technique. The activities were designed on paragraph, letter and essay writing.*

*Finally, a post-test was conducted using the same questions. After the data collection process was complete, a post-questionnaire was distributed among the participants to gather opinions about the impact of using mind mapping technique in writing.*

## **3. Results and Discussion**

This part presents the findings of the data analysis and discussion of the findings. Accordingly, as concerning the findings of the test, both pre-test and post-test were conducted. The findings of the test and post-questionnaire shall be presented in different subtopics.

### **3.1 Findings and Discussion of the Test**

Before the implementation of teaching process, a pre-test was conducted among the participants to identify the level of writing and students' difficulties in writing. Hence, according to the analysis of the pre-test, the findings show that out of the total 40 score, 15 of the participants had obtained between 1 – 10 scores, 9 of the participants had obtained between 11 – 20 scores, 4 of the participants had obtained between 21 - 30 scores and 2 of the participants had obtained between 31 - 40 scores. Based on the scores obtained in the pre-test, the results show that most of the students' writing was poor, and was not creative and content-



based. Moreover, all the participants were unaware of the use of mind mapping technique. Therefore, 21 of the participants had achieved below 20 scores out of 40 scores in the pre-test. On the other hand, after the implementation of teaching process for a month, the post-test was conducted with the aim of finding the participants' improvement in writing. According to the findings of the post-test, 7 of the participants had obtained between 1 – 10 scores, 11 of the participants had obtained between 11 - 20 scores, 7 of the participants had obtained between 21 – 30 scores and 5 of the participants had obtained between 31 – 40 scores. When the pre-test and post-test are compared, it can be concluded that 15 participants had obtained below 10 scores in the pre-test whereas just 7 participants had obtained below 10 scores in the post test. Likewise, just 2 participants had obtained above 30 scores in the pre-test whereas 5 participants had obtained above 30 scores in the post-test. Based on the findings, it is clear that the use of mind mapping technique in the teaching process has brought a great impact in participants' writing skills. The following graph shows participants' percentage of the scores obtained in both pre-test and post-test.

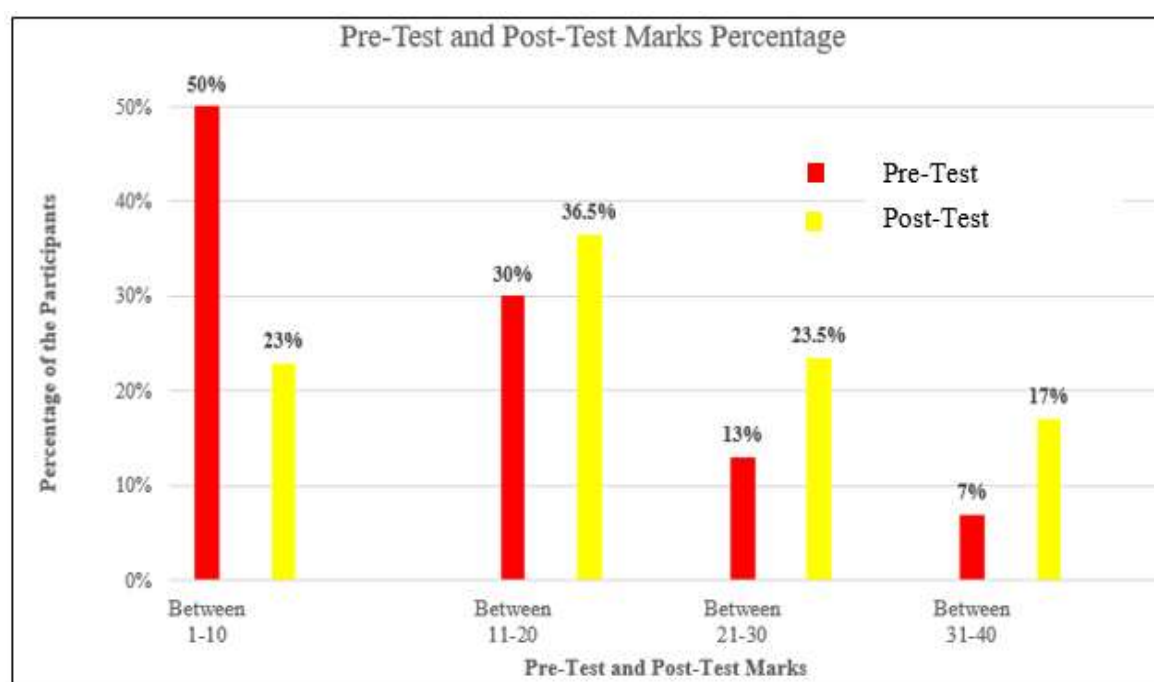


Fig. 1 (Participants' pre-test and post-test scores)

As discussing the findings of other relevant studies, the findings of a study, carried out by Sasongko (2017) show that only 10 % of the participants had reached the criterion of success. In discussing the findings, the students' achievement in descriptive essay writing was not according to the expectation. They were unaware on how to express their ideas in the

descriptive text, whereas the findings of the post-test and observation show that the average increased to 85% or seventeen students reached a demand of succeeding the criterion gaining the score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). Further, according the findings of another relevant study conducted by Kurniawan et al (2019), the results show that as concerning participants' performance in the test, the mean of the pre-test was 45.3 and the mean of the post-test was 65.3.

Further, According to Bukhari (2016), the results of the pre-test showed that participants' obtained lower means in different areas of writing, and exposed that they needed different techniques with an appropriate application process of writing, whereas the results of the post-test showed significant improvement in the learners who were placed in Experimental group. Their level of performance in the focused areas in writing exalted with significant improvement which benefited the learners in achieving excellent grades in the post-test. Thus, it became clear that the application of appropriate Mind mapping techniques enhanced the English writing ability of the Intermediate Saudi learners.

Hence, based on the findings of the current study and other relevant studies, students' performance in the pre-test seemed lower. However, after the implementation of teaching process, students' performance in the post-test seemed higher than the pre-test. Hence, implementation of teaching process regarding the use of mind mapping technique helps the students improve their writing ability.

### **3.2 Participants' Performance in Pre-test and Post-test based on Key Features of Writing**

The participants were evaluated from the test on how far they had used the key features of writing in the test since mind mapping technique helps the students develop their creativity, meaningfulness, imagination and memorizing as well as it helps them improve the vocabularies and the ability of writing based on structure and content.

Consequently, when the participants' performance in both pre-test and post-test is compared, the findings show that out of 30 participants, 5 participants' writing was creative and meaningful in the pre-test whereas 11 participants' writing was creative and meaningful in the post-test. Further, regarding the use vocabularies related to the topic, 8 participants' had used number of vocabularies related to the topic in the pre-test, on the other hand, 17 participants' had used vocabularies related to the topic in the post-test. Regarding memorizing ideas about the topic, 7 participants had memorized the relevant vocabularies and points about the topic to focus in their writing in the pre-test whereas 16 participants' memorized the relevant

vocabularies and points about the topic in the post-test. And, 10 participants' writing was based on content and structure in the pre-test while 20 participants' writing was based on content and structure in the post-test.

The following table shows the comparison of the participants' performance in pre-test and post-test based on the key features of writing.

*Table. 1 (Comparison of pre-test and post-test performance based on key features of writing)*

No	Key features of writing	Percentage of the participants who satisfactorily used the features in the pre-test	Percentage of the participants who satisfactorily used in the post-test
01	Creative and meaningful writing	16%	36.5%
02	Use of vocabularies related to the topic	26.5%	56.5%
03	Memorizing vocabularies and points relevant to the topic	23%	53%
04	Content-based and organized writing	33%	67%

As discussing the results of the current study, when the mind mapping technique is used in writing, it helps the students improve their creativity, meaningfulness, use of relevant vocabulary, memorizing vocabularies and writing based on content and structure rather than the writing without using mind mapping technique. Similarly, according to the results of the other relevant studies, Waloyo (2017) states that before teaching process implemented, the students did not directly understand to draw mind mapping. However, after several process of doing the mind mapping practice in classroom teaching, the students were able to comprehend the text organization of narrative, the tense, and the sequences of the story in general (p. 82). Therefore, use of mind map helps the learners organize the information and writing comprehensively in story writing, paragraph writing and essay writing.

Further, Bukhari (2016) concludes his study that the mind mapping techniques developed the writing abilities of the learners more than the learners who were taught by using the regular teaching techniques. Further, the results of this study show that there was a higher degree of improvement in the learners' use of cohesive devices, sequential patterns and connoted ideas in their writing. Hence, it is apparent that use of mind mapping technique enhances learners' creative, meaningful, organized and content-based writing and vocabulary.

### 3.3 Findings and Discussion of the post-questionnaire

*The questionnaire was distributed after the pre-test and post-test were conducted. During the intervention process, participants were clearly taught about mind mapping technique and its benefits in improving the writing skills. Moreover, the questions in the questionnaire were explained in Tamil to the participants before answering to the questions in the questionnaire. This sections presents the opinions regarding mind mapping technique. The following table shows the participants' response to the questions. The participants were given clear instruction and explanation about the questionnaire before distributing it, and the questionnaire was distributed among the participants after the implementation of teaching process and conducting the post-test.*

*Table. 2 (Percentage for participants' response to the post-questionnaire)*

No	Questions of the Post-questionnaire	Participants' response	
		Yes	No
01	Do you think that the use of mind mapping technique helped you improve your writing?	17	13
02	Could you find any difference in your writing skills when comparing your earlier stage of writing?	19	11
03	Did you enjoy the lessons when mind mapping technique was applied during the teaching process?	30	-
04	Now do you think that you can write a paragraph, a letter or an essay for required word limit?	14	16
05	Now can you use more vocabularies related to the topic in your writing when you use mind mapping technique?	18	12

06	Do you think that you have improved the ability of writing essays systematically and according to content and structure?	21	09
07	Could you focus on all areas you intended in your writing when you use mind mapping technique during the teaching process?	19	11
08	Will you use this mind mapping technique when you write any paragraphs, essays or letters in future?	30	-

According to the analysis of the post-questionnaire in the current study, the results show that a maximum number of students (56% of the total) had stated that the use of mind mapping technique helped them improve their writing ability. Similarly, as reviewing participants' opinions about mind mapping technique from a relevant study, Mirza (2016) states that according to the data from interview, almost all students had stated positive responses about the use of mind mapping strategy to improve their speaking ability. Moreover, it helped the students organize their ideas easily, get new vocabulary and speak more fluently. Hence, use of mind mapping strategy gives the ESL/EFL learners a great impact in improving their speaking and writing skills.

Further, Kurniawan et al (2019) state that application of collaborative mind-mapping in the class improves student's communicative competence, and builds their interest in writing. By creating mind mapping technique, students can be able to produce the ability of generating new ideas and creative thinking. Likewise, Khoiriyah (2014) concludes that after applying mind mapping technique, the class situation become lively and enjoyable. It also enhanced students' collaborative work. According to the conclusions of another relevant study, Sasongko (2017) concludes that the participants were motivated to use mind map, and they interestingly participated in writing activities. Further, Sasongko (2017) states that according to teachers' response about the implementation of mind-mapping technique, it was an alternative technique in teaching writing skills.

Waloyo (2017) concludes that the students did not directly understand how to draw mind mapping in teaching of writing skills. However, after several process of practice on how to draw mind mapping, the students were able to write narrative text through mind mapping.

Likewise, according to the responses to the questions in the current study, all the participants enjoyed the technique and it helped them improve their writing. Hence, it is obvious in the findings of the current study and other relevant study that use of mind mapping technique helps the learners improve their writing skills including vocabulary, creativity, and meaningfulness, content of the topic and structure of writing.

#### **4. Conclusion**

Writing skills is one of the significant productive skills of a language. As far as English language is concerned, writing skills has been a huge challenge for a vast number of ESL/EFL learners around the globe. As a result, most of the learners express their lack of interest in writing. According to Sri Lankan ESL teaching and learning context, many students' writing seems to be lower, and ESL teachers at government schools and other educational institutions encounter various challenges in teaching writing skills. However, learners' writing skills can be improved when distinct teaching techniques are applied in classroom. Therefore, this current study was conducted based on G.C.E (O/L) students of T/Mu/Al Hilal Central College with the aim of improving the writing skills of G.C.E (O/L) students using mind mapping technique. In this study, the primary data regarding students' difficulties and improvements in writing, and opinions about English language and writing skills were collected through a test and a post-questionnaire.

*According to the analysis of the primary data, the findings of the current study show that a large number of students in G.C.E (O/L) at T/Mu/Al Hilal Central College encounter difficulties in developing their writing. It has been a crucial problem among them since writing is one of the significant components for G.C.E (O/L) students in their syllabus and curriculum. Particularly, mind mapping technique seems to be a useful technique which helps the learners improves their writing ability. This study is concluded based on the findings that the participants had obtained lower scores in the pre-test than the post-test. The primary reason for the lower performance was as most of the students possessed poor writing skills, and they were not aware of using mind mapping technique. Moreover, the pre-test was conducted before the implementation of teaching process. On the other hand, after the teaching process was implemented using the mind mapping technique, the participants had obtained higher scores in the post-test. When both tests are compared, the participants' writing was creative, meaningful and based on content and structure as well as they used more related vocabularies in the post-test than the pre-test.*

*Further, it can be concluded based on participants' opinions that majority of the students had stated that mind mapping technique helped them to a certain extent for improving their writing ability.*

#### **4.1 Recommendations**

*The following implications are recommended to improve the writing skills of the GCE (O/L) students of T/Mu/Al Hilal Central College, Mutur*

- The ESL teachers should teach the use of mind mapping technique, and students should be guided for preparing mind mapping technique before writing a paragraph or essay.
- Students should be aware of the use of mind mapping technique before writing any paragraphs or articles to make their writing creative, meaningful, systematic, content-based and structured.
- School ESL curriculum designers in Sri Lanka should introduce mind mapping technique as one of the lessons in English textbooks since students at government schools in Sri Lanka do not have knowledge about mind mapping technique.

#### **4.2 Significance of the Study**

*This study is obviously beneficial for the G.C.E (O/L) students of T/Mu/Al Hilal Central College, Mutur as well as other government schools in Sri Lanka to improve their writing ability using mind mapping techniques. Further, this study will be significant for the ESL teachers at T/Mu/Al Hilal Central College, Mutur and other schools to apply mind mapping techniques as a teaching technique in the classroom. This study can be significant for school ESL curriculum designers in Sri Lanka to consider mind mapping technique as one of the lessons in the textbooks. To sum up, this study will be useful for the ESL and EFL learners and teachers around the globe.*

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