

# The Effects of Mindmeister on Idea Generation in English Essay Writing: Empirical Evidence from High School Students

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Using Information Communication Technology tools to enhance learners' idea generation through the mindmap in English essay writing has widely been applied in many private Vietnamese institutions. Many teachers also use this method in their blended classes to help learners generate ideas in English essays and be more confident in their writing skill. This study aimed to examine how the MindMeister application influenced students on idea generation in English essay writing. In addition, it sought to find out how high school students perceived when they apply MindMeister application to generating ideas in English essay writing. To achieve the goal, the study was carried out with the participation of 60 students from grade 11 in a high school in Quang Ngai Province. These participants were experimental group. Three research instruments were employed including a writing test, a questionnaire, and an interview. The data were collected using mixed method: the quantitative data were obtained from a pre-test and post-test on idea generation whereas the qualitative ones were from a questionnaire and an interview. The collected data were analyzed in terms of descriptive statistics with the use of SPSS. The findings suggested that both idea generation skill in English essay writing and the number of ideas in English Essay in the experimental one improved after twelve weeks. As a consequence, the post-test of the experimental group increased significantly compared to the pre-test. Additionally, most participants held clear perceptions toward learning and improving their idea generation in English essays via the MindMeister application. Based on such findings, the researcher proposed several implications focusing on the teaching and learning of idea generation for high school students.

Keywords: MindMeister application, mindmap, idea generation, English essay writing

## Online Profile

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