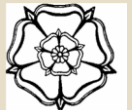


MIND MAPS AND WORD ART: DEVELOPING STUDENTS' CREATIVE WRITING SKILLS

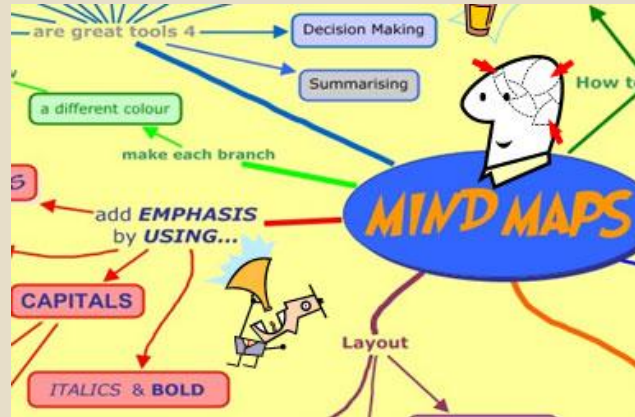


ACLID ÁVILA
21ST CENTURY SKILLS
28TH OCTOBER 2017

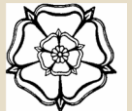
RUBY VURDIEN
WHITE ROSE LANGUAGE SCHOOL



MIND MAPS



- Introduced by psychologist, Tony Buzan in the late 60s
- Can be used to generate, visualise, structure, and classify ideas
- Can aid in studying and organising information, solving problems, making decisions and writing



WHAT IS A MIND MAP?



“A mind map is a graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches” (Casco, 2009)

Casco. M. (2009)The Use of “Mind Maps” in the Teaching of Foreign Languages.



ADVANTAGES OF USING MIND MAPS IN LANGUAGE CLASSES



- Students can brainstorm their ideas in pairs or groups – developing communicative skills and a greater understanding of the subject under discussion
- The maps stimulate creativity – Students say something different each time they use the map
- The use of mind maps empowers learners because they allow them to decide where to start and what to leave out
- The fact that they can make decisions while discussing ideas fosters learner autonomy
- Production of ideas in pairs/groups makes the task livelier and more enjoyable

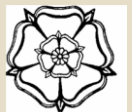
(The British Council blog, 2005 & Classroom Observation)



HOW TO GET STARTED



- Choose a topic. You may have discussed a subject in class or students have been requested to read an article. They can then be asked to use a mind map to express their ideas on the topic in pairs or small groups
- The next step is to get them to write their views together in a discursive essay after their discussion. You can also teach them some pertinent structures to be used prior to their writing task, for example, language used to give reasons and explanations when dealing with an essay
- Students can exchange their essays with their peers, thereby allowing for feedback or rewriting
- This can help students to become aware that they are writing for a public and not only for their teacher, which encourages them to be more careful in their writing
- Finally, teacher feedback is crucial

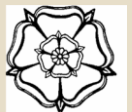


ORGANISING MIND MAPS

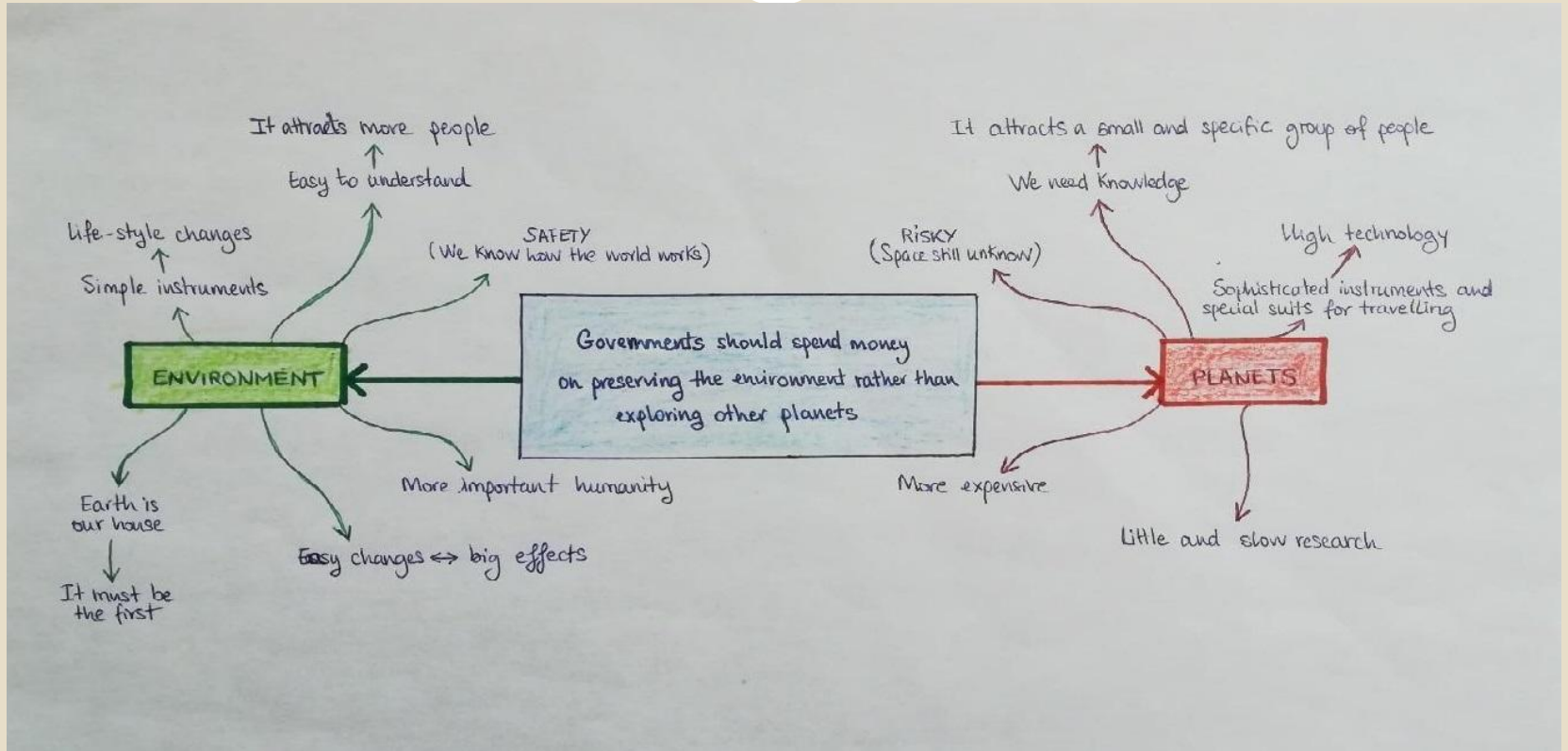


- Students should first think of the overall structure (the order in which to relay the information)
- Students should focus on the function each paragraph will have in their writing task (this will clarify their writing)
- Students should know who their target readers are (to decide on the most important views and appropriate style)

(The British Council blog, 2005)



EXAMPLE OF A MIND MAP (MY STUDENTS')



WORD ART



- Allows users to create stylised text – e.g. changing the shape/colours of the words to make them stand out or look more attractive



Wikipedia

Word ART



- Students feel more motivated (visual effect)
- Students work in pairs/groups – more enjoyable/entertaining
- Students exchange views on how to start and write their stories – collaborative work
- Students manage their own learning activity – autonomy in learning

(Classroom Observation)

HOW TO GET STARTED



- Use Word Art to jumble words (nouns, verbs, adjectives, adverbs)
- Get students to work in pairs/small groups
- Encourage students to brainstorm ideas for narrative writing
- Get students to write their story in pairs/small groups
- Get students to read their story to the class followed by their peers making comments
- Get students to exchange their stories and read them to the class followed by questions



WORD ART: MOTIVATING STUDENTS TO WRITE



CONCLUSIONS



- Mind Maps can help students to be engaged in discussing ideas together, thereby helping them to develop critical thinking skills and creative writing skills – e.g. essay writing in preparation for specific exams (B2/C1 Cambridge exams)
- Word Art can foster students' creativity by allowing them to interact with each other in order to write a story by using the words provided – this develops creative writing in general
- Both tools can motivate students to become autonomous learners, while the teacher acts as a guide/facilitator of knowledge



THANK YOU!



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