



Employing the Mind-Mapping Teaching Method in Teaching Arabic Rhetoric Lessons

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Abstract:

This research paper examines mind maps as a teaching method employed by teachers to present information to learners in a clear, organized, and simplified manner. Accordingly, mind maps help learners structure their cognitive framework, ensure the coherent flow of ideas, and develop perceptual awareness of concepts. They also function as a visual educational tool that learners use to summarize information through a branching, web-like structure. This study aims to highlight their role in presenting rhetorical language activities at the secondary education level in Algeria, as they represent an important support for improving memory and comprehension, simplifying complex information, and strengthening learners' active learning skills.

Keywords: mind maps – Arabic rhetoric – secondary education level – teaching methods.

1- The Mind Map:

A mind map is a conceptual diagram used to represent ideas, functions, or interconnected elements organized in an expanding form around one central idea. The British psychologist Tony Buzan¹ is considered one of the most prominent figures who wrote about mind maps at the end of the 1960s.²

Muhammad Abd Zaidan Dahman defines it in his book *The Mind Map* as “a drawing through which ideas and information are presented in a way that makes it easier for your mind to memorize and recall them. It is the easiest method for storing information in the mind and

¹ Known as the “Memory Master,” he authored numerous works that topped bestseller lists, such as *Use Your Head and Head First*. His works have been published in more than 130 countries and translated into over 30 languages. He is also the founder of the World Memory Championships, which have become a highly prestigious event on the international cultural and sporting calendar.

² Tarek Abdel Raouf, *Mind Maps and Learning Skills*, 1st ed., Arab Group for Training and Publishing, Cairo, Egypt, 2015, p. 21.



retrieving it from it. It is an effective creative means of note-taking that maps your ideas, and it is an extremely simple method.”³

It supports thinking and learning, and represents an optimal method for storing information in the brain and retrieving it when needed. It is also one of the creative thinking tools used to organize ideas.

It is also defined as a teaching strategy used by the teacher to present information to the student in an orderly and organized manner. In this sense, it helps the student organize their cognitive structure, supports the flow of ideas and the detailed understanding of concepts on the one hand, and serves, on the other hand, as a means used by the student to summarize information in an organized form on a single sheet of paper. The main idea is placed at the center, while subsidiary ideas branch out from it through the use of colors and symbols.⁴

Based on the above, it can be concluded that mind maps constitute a powerful graphic technique that provides essential tools and helps the learner benefit from the capacities of the mind by employing most mental skills, including words, images, numbers, logic, colors, and rhythm. Each of these elements is used in an effective way that allows broad freedom in activating the potential of the mind.

2- The Relationship between Mind Maps and the Brain

The findings of scientific and psychological studies have shown that the brain forms the foundation and central axis of the mind. Consequently, the brain is the source of human behavior, as it both influences and is influenced by human knowledge, since it represents the basis of cognitive mental activity. It is divided into two hemispheres, the left and the right, both of which are covered by the cerebral cortex. Although the two hemispheres are structurally symmetrical, the functional performance of each hemisphere differs.

The left hemisphere specializes in specific types of activity, such as speech, calculation, mental analysis, reading, writing, ordering, sequencing, logic, and evaluation. By contrast, the right hemisphere specializes in other types of activity, such as creativity, art, emotions, affective responses, comprehension, images, colors, and imagination. The two hemispheres also complement each other in many activities.⁵

3- Types of Mind Maps and the Steps for Drawing Them

3-1 Types of Mind Maps:

Mind maps have various categories and types, represented as follows:

³ Ibid., p. 6.

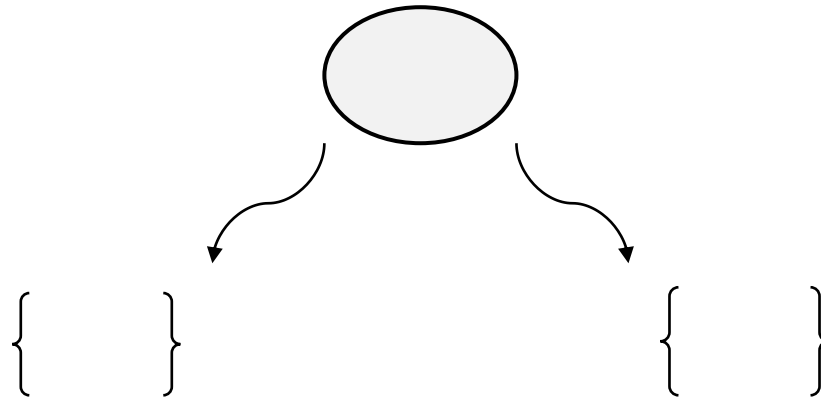
⁴ Tarek Abdel Raouf, *Mind Maps and Learning Skills*, p. 22.

⁵ Ithar Abdul Mohsen Al-Miyahi, *Brain-Based Learning (Mind Maps and How to Employ Them)*, Al-Roya Website, 18 March 2019, 04:09, Kufa, Iraq, <https://alroya.com>.



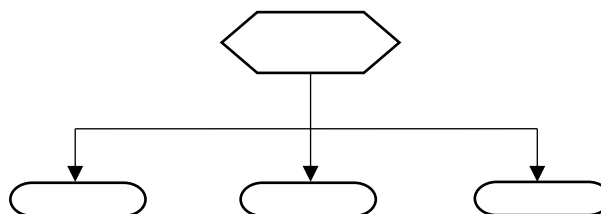
A- Binary Mind Maps:

This is a map that contains two branches radiating from the center.⁶ The following drawing illustrates this:



B- Composite or Multi-Classification Mind Maps: These include a number of main branches, ranging between three and seven. This is due to the fact that the average mind cannot hold more than seven basic items of information, or seven elements, in short-term memory.

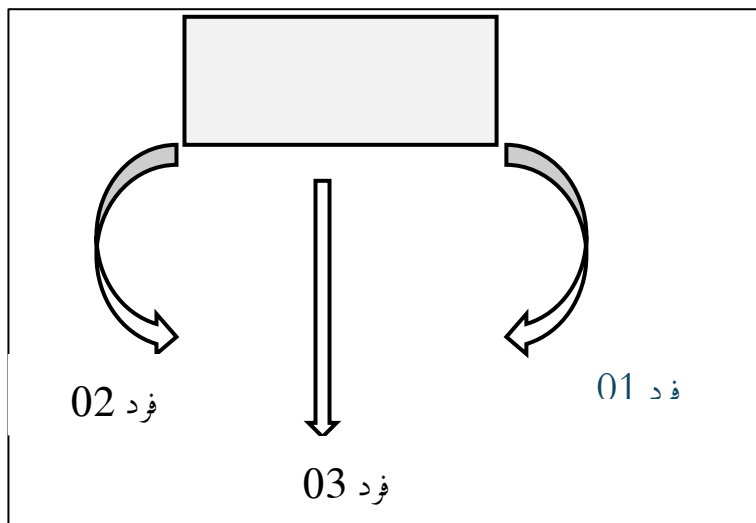
One of the most important advantages of this type of map is that it helps develop mental abilities related to classification,⁷ category formation, clarity, and accuracy, as shown in the following diagram:



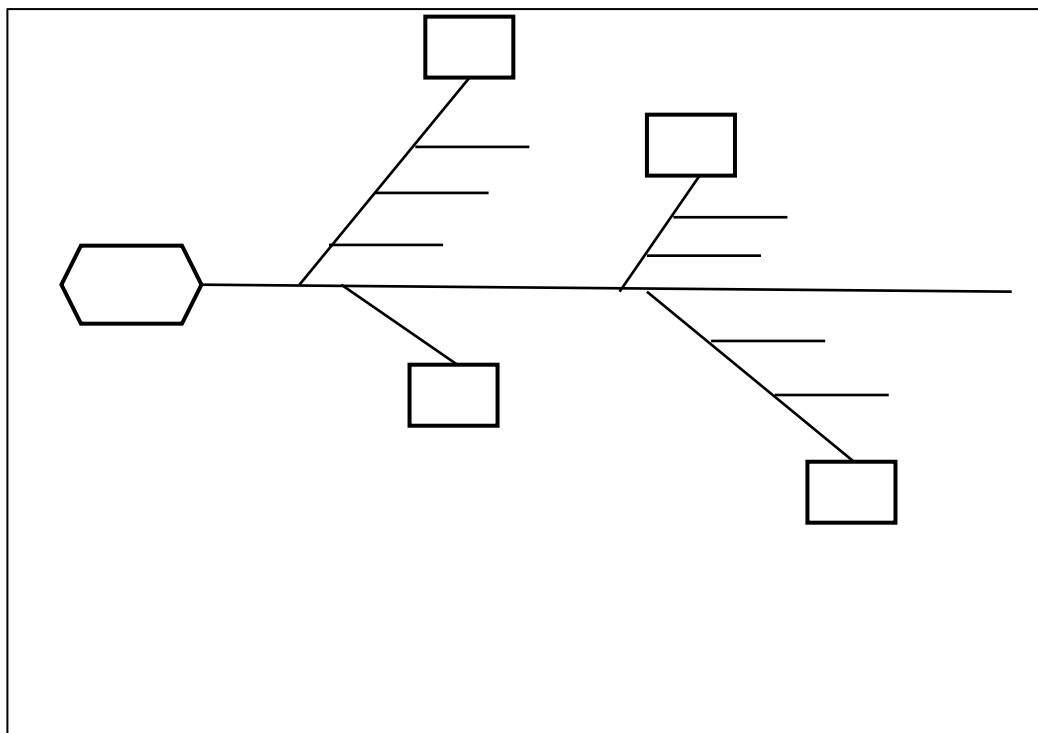
C- Group Mind Maps: These are designed collectively by several individuals working together in groups. The most important feature of group mind maps is that they combine the knowledge and perspectives of several individuals. Since each individual learns a diverse set of information that is unique to them when working in groups, the knowledge of the members of each group is brought together, collective improvisation of ideas takes place, and the result is an intellectually distinctive group mind map. Its type is illustrated in the following diagram:

⁶ Tarek Abdel Raouf, *Mind Maps and Learning Skills*, 1st ed., Arab Group for Training and Publishing, Cairo, Egypt, 2015, p. 53.

⁷ *Ibid.*, p. 53.



D- Computer-Generated Mind Maps: Mind maps can also be designed using computers, as numerous software programs are available to assist in creating and storing them. Some programs are specifically designed for drawing mind maps, while others provide comprehensive applications that directly support the entire process. Among the most prominent of these programs is *Mind Map*, developed by Tony Buzan, the pioneer of mind mapping.⁸



⁸ Tarek Abdel Raouf, *Mind Maps and Learning Skills*, p. 54.



3-2: Steps for Drawing a Mind Map:

When drawing a mind map, several essential guidelines should be taken into consideration, including the following:

1. Fold the blank sheet of paper from all sides and begin from its center. This allows the mind greater freedom to move in all directions and to express itself with more spontaneity and flexibility.
2. Use a shape or image to represent the central idea, because an image can convey the meaning of many words. It also helps stimulate imagination. The central image provides stronger visual stimulation, sustains attention, and enhances concentration.
3. Use colors when drawing mind maps, as they stimulate the mind in a way similar to images. Colors add strength and vitality to the map, provide creative thinking with considerable energy, and make the learning process more engaging and enjoyable.
4. Connect the main branches to the central image, then connect the second- and third-level branches to the first- and second-level branches, and so on. This is because the mind operates through association and interconnected thinking. When branches are linked together, many concepts become easier to understand and remember.
5. Make the branches curved rather than straight. Limiting the map to straight lines may cause the mind to lose interest, whereas curved and interconnected branches, resembling the branches of a tree, are more visually appealing and more effective in attracting attention.
6. Use only one key word on each line, because a single key word gives the “mind map” greater strength and flexibility. Each individual word or image functions like a mathematical multiplier, generating numerous mental associations across different areas of knowledge. As a result, each word becomes more flexible and more capable of producing new ideas and innovative patterns of thinking. By contrast, phrases and complete sentences may restrict this stimulating effect. A mind map containing many key words resembles a hand whose fingers and joints function efficiently, whereas a “mind map” filled with phrases and sentences resembles a hand whose fingers have been immobilized in a rigid splint.
7. Use images when drawing the mind map, because each image can convey the meaning of many words.⁹

From the foregoing, it can be concluded that mind mapping is based on a set of systematic steps that guide its construction from the initial stage to its completion. Mind maps are not merely diagrams drawn without rules; rather, they constitute a structured technique and a method governed by specific principles and standards. Therefore, users should follow the necessary procedures required for their effective construction.

⁹ Ibid., pp. 44–45.



4- Patterns of Mind Maps:

Mind maps are classified into two main categories:

4-1 Traditional Mind Maps:

Traditional mind maps are created using paper and pen. The process begins by drawing a circle that represents the central idea or main topic, followed by branches that represent the principal ideas related to that topic. Only one word is written on each branch to express its meaning, and symbolic images may be added to represent the associated concept. Different colors may also be used to distinguish between the various branches. Each main branch can further divide into secondary branches that represent additional key ideas related to it. The branching process continues, supported by descriptive words, colors, and images, until the final form resembles a tree-like structure or a map that expresses all dimensions of the idea.

4-2 Electronic Mind Maps:

Electronic mind maps are designed using computer software. Such programs do not require users to possess artistic or drawing skills, as they automatically generate maps with smoothly flowing and curved branches.

They also allow users to drag and insert images from graphic libraries and provide powerful new capabilities and features that enhance the effectiveness of the map.¹⁰

5- Uses and Benefits of Mind Maps:

5-1 Uses of Mind Maps:

Mind maps have numerous applications, among the most important of which are the following:

- _ Problem solving and meeting management.
- _ Writing articles and summarizing books by extracting their ideas and branching them out in order to gather all relevant information needed for summarization.
- _ Budget planning and organizing family occasions.
- _ Studying more efficiently and rapidly by transforming a lesson into a mind map.
- _ Planning goals, such as organizing the stages and milestones of life.¹¹
- _ Brainstorming and imagination through the use of images and colors.
- _ Scientific research, such as organizing and dividing research tasks, and teaching, where mind maps can be used in lesson presentation.
- _ Creating lists and statistical records.¹²
- _

¹⁰ Mutrah Malouh Shaya Al-Qahtani, *The Impact of Applying the Mind-Mapping Strategy in the Social and National Education Curriculum on the Achievement of Fourth-Grade Primary School Female Students*, Peer-Reviewed Quarterly Scientific Journal, *Arts*, Issue 08, December 2020, p. 202.

¹¹ Nermeen Salem, *Mind Mapping*, p. 41.

¹² Safar Ammar Hassan, *Mind Maps and Their Educational Applications: A Descriptive, Analytical, and Referential Qualitative Study*, *Journal of Human Sciences*, Issue 39, June 2013, Dar Al-Mandumah, p. 64.



6- Benefits of Mind Maps:

Mind maps offer numerous benefits, as they constitute an effective method for achieving the intended objective. Among these benefits are the following:

- _ They provide a comprehensive overview of the topic to be studied or discussed, allowing the subject to be perceived in a broader and more integrated manner.
- _ When one begins drawing a mind map, one is often surprised by the number of ideas that begin to flow, because the mind is being engaged in a manner that closely resembles its natural mode of functioning.
- _ Stimulating creativity: the mind map is also highly useful when creativity is required. Once key words come to mind, they are placed on paper, and over time, a valuable idea may gradually emerge.¹³
- _ It increases the learner's interest in the educational material, as it adds an element of enjoyment and encourages the generation of new ideas and opinions.¹⁴

It becomes clear that the mind map enhances the ability to learn and retain information, while also fostering creativity and imagination.

7- The Educational Functions of Mind Maps and Their Importance:

7-1 The Educational Functions of Mind Maps:

From an educational perspective, mind maps help to:

- _ Employ modern technologies in teaching and learning, such as computers, overhead projectors, slides, recordings, and other tools.
- _ Reduce the number of words used in presenting the lesson, thereby helping to increase concentration and facilitating clear understanding among learners.
- _ Take individual differences among learners into account, since each learner develops a personal representation of the topic after observing the map that explains it, according to their own abilities and skills.
- _ Prepare laboratory or practical tests through the clear presentation of the detailed components of the topics.
- _ Summarize the topic when presenting it on the board.
- _ Document data from research sources.¹⁵

Accordingly, it can be stated that mind maps play a significant and effective role in supporting the success of the educational process in all its aspects. They assist the teacher in delivering the learning activity and help the learner understand the lesson.

7-2 The Importance of Mind Maps:

The importance of mind maps is reflected in the following points:

¹³ Muhammad Abd Zaidan Dahman, *The Mind Map: Windows for Operating the Brain*, p. 10.

¹⁴ Tarek Abdel Raouf, *Mind Maps and Learning Skills*, p. 42.

¹⁵ Manal Mahmoud Khairy, *The Effectiveness of the Electronic Mind-Mapping Strategy in Developing the Achievement of Stock Market Concepts among Students of Advanced Commercial Technical Schools*, Faculty of Education, Helwan University, *Journal of the Faculty of Education*, Ain Shams University, Issue 43, Part 3, 2019.



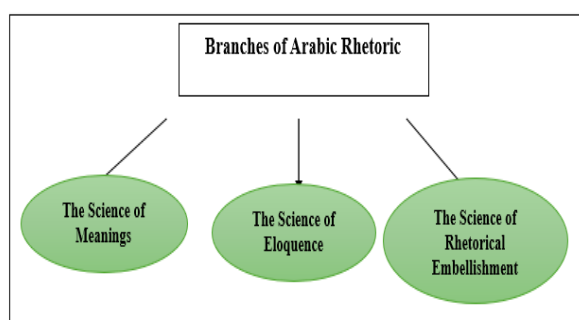
- _ They are easy to use at any time, with any educational content, and at any educational level.
- _ They can be used in assessment processes.
- _ Learners become able to use them as soon as they are applied.
- _ They increase learners' effectiveness while constructing maps and using them within cooperative learning groups.
- _ They deepen understanding in learners' minds.¹⁶
- _ They help learners acquire knowledge through play and enjoyment, while also providing a comprehensive view of a broad topic.
- _ They free education from traditional methods that rely solely on the teacher, as they aim to increase the student's active participation within the educational environment.
- _ The mind map is one of the most important and powerful planning tools that a person can use.¹⁷

Finally, a comprehensive overview of mind maps has been presented, showing this distinctive and useful method for the teacher, the learner, and individuals across various fields. The mind map is an excellent tool that enables the generation of more ideas, the identification of relationships among different data and information, and the improvement of memory and effective retention.

8- Arabic Rhetoric in the Language Lesson:

Arabic rhetoric is divided into three main branches: the science of eloquence (*'ilm al-bayān*), the science of meanings (*'ilm al-ma'ānī*), and the science of embellishment (*'ilm al-badī'*). Each of these sciences is further divided into sub-branches, all of which share one common function: adapting speech to the requirements of the context and enhancing verbal expression.

Diagram No. 04: A mind map representing the branches of Arabic rhetoric



¹⁶ Asmaa Abdel Sabour Hussein, *The Effectiveness of Using Mind Maps in Teaching School Songs to Educational Qualification Students*, Sultan Qaboos University, *Journal of the Faculty of Education*, Ain Shams University, Issue 46, Part 1, 2022, Oman, pp. 415–416.

¹⁷ Tarek Abdel Raouf, *Mind Maps and Learning Skills*, pp. 34–35.



8-1 The Science of Meanings:

Al-Khatib al-Qazwini defines the science of meanings as the discipline through which the states of Arabic expression are examined in relation to their conformity to the requirements of the context. This science is confined to eight chapters: the conditions of predicative attribution, the conditions of the subject and predicate, the conditions of the complements of the verb, restriction, performative construction, separation and connection, brevity, elaboration, and equality.

This classification is based on the fact that speech is either predicative or performative. If the relation expressed in speech has an external referent to which it may either correspond or fail to correspond, then it is predicative; otherwise, it is performative. Predicative speech necessarily requires a subject and a predicate, or, in other terms, an act of attribution. The predicate may also include complements when it is a verb or carries the meaning of a verb. Both attribution and attachment may be subject to restriction or may remain unrestricted.

Moreover, every sentence connected to another is either coordinated with it or left uncoordinated. Eloquent speech, in turn, may either exceed the basic intended meaning for a specific rhetorical purpose or remain equivalent to it.¹⁸

The science of meanings consists of the principles through which speech is made to conform to the requirements of a particular context and to the purpose for which it is intended. Through this science, errors in conveying the intended meaning are avoided, as it explains the reasons behind foregrounding and postponement, mention and omission, brevity and elaboration, as well as separation and connection.¹⁹

The benefit of this science lies in revealing the secrets of eloquence and rhetorical excellence in both prose and poetry, whether in the works of early scholars or in the works of later scholars. The first scholar to codify the principles of *‘Ilm al-Ma‘ānī* was Imam Abd al-Qahir al-Jurjani, who died in 471 AH. He refined its issues and clarified its rules. Although earlier scholars had introduced certain aspects of this science, they did not achieve what this great scholar was able to accomplish.²⁰

8-2 The Science of Eloquence (*‘Ilm al-Bayān*):

Imam al-Sakkaki defines *‘Ilm al-Bayān* as the knowledge concerned with expressing a single meaning through different modes of expression that vary in the degree of clarity with which the meaning is conveyed. By mastering this knowledge, one can avoid errors and ensure that speech fully corresponds to the intended meaning.²¹

¹⁸ Al-Khatib Al-Qazwini, *Al-Talkhis fi Ulum al-Balaghah (Summary of the Sciences of Rhetoric)*, 1st ed., Dar Al-Fikr Al-Arabi, 1904, pp. 37–38.

¹⁹ Muhammad Taher Al-Ladhiqi, *A Simplified Guide to the Sciences of Rhetoric (Meaning, Eloquence, and Embellishment)*, n.ed., Al-Maktabah Al-Asriyyah, Beirut, Lebanon, 2005, p. 25.

²⁰ *Ibid.*, p. 25.

²¹ Imam Al-Sakkaki, *Miftah al-Ulum (The Key to the Sciences)*, Vols. 1–2, Dar Al-Kutub Al-Ilmiyyah, Beirut, Lebanon, 1983–1987, p. 162.



In *Al-Ta'rifāt (The Definitions)*, it is stated that “*Bayān* is the act of making the speaker’s intended meaning clear to the listener.” Al-Jurjani focused mainly on the aspect of clarity, while giving less attention to the dimensions of ingenuity and the pursuit of more refined forms of expression. Modern scholars, however, have examined these various methods of expressing meaning, with particular emphasis on imagination and imagery. Thus, the *Dictionary of Arabic Terminology* defines it as: “The science through which a single meaning may be expressed in different ways,” as if it were referring to expressing a meaning once through simile, a second time through metaphor²², and a third time through metonymy.

Among the principal branches of *‘Ilm al-Bayān* are:

- _ Simile (*Tashbīh*), including its types, purposes, and aesthetic value. For example: “Umar is like a lion in courage.” This is a complete simile because all its elements are present: the subject of comparison, namely ‘Umar; the object of comparison, namely the lion; the comparative particle, namely “like”; and the point of similarity, which is courage.
- _ Literal and figurative expression, together with their various types.
- _ Metaphor (*Isti‘ārah*) and its different forms. For example: “The illness devoured the patient’s body.” Here, the metaphor is an implicit metaphor (*isti‘ārah makniyyah*), in which the illness is compared to a human being who eats. The compared element is mentioned, while the object of comparison is omitted, thereby creating an implicit metaphor.
- _ Metonymy (*Kināyah*), including its categories and types. For example: “the gentle sex” is a metonymic expression referring to women.
- _ Poetic imagery and its components, as examined through both literary criticism and rhetoric.²³

8-3 The Science of Embellishment (‘*Ilm al-Badī‘*):

‘*Ilm al-Badī‘*’ is the branch of rhetoric concerned with verbal elegance and aesthetic refinement. It aims to enhance the beauty of expression in order to strengthen meaning and emphasize its intended purpose. Among the areas addressed by this science are rhetorical embellishments (*al-muḥassināt al-badī‘iyyah*), such as antithesis (*tībāq*), paronomasia (*jinās*), contrast (*muqābalah*), rhymed prose (*saj‘*), double entendre (*tawriyah*), and many other rhetorical devices that increase the eloquence, precision, and expressive force of linguistic style.

9- How to Present the Rhetoric Lesson through the Mind-Mapping Teaching Method: (The Second Year of Secondary Education in Algeria as a Model)

9-1 The Second Year of Secondary Education:

The second year of secondary education represents a transitional stage for learners moving beyond the first year of secondary school. At the same time, it serves as a preparatory stage for

²² Muhammad Ahmad Qasim and Mohi Al-Din Deeb, *The Sciences of Rhetoric*, 1st ed., Modern Book Foundation, Tripoli, Lebanon, 2003, p. 139.

²³ Muhammad Ahmad Qasim and Mohi Al-Din Deeb, *The Sciences of Rhetoric*, p. 50.



students before entering the third year of secondary education and sitting for the Baccalaureate examination.

The entry profile of a learner in the second year of secondary education, Literature and Philosophy stream, is characterized by the learner's ability to make judgments about the texts they read, identify aspects of artistic beauty within them, distinguish among the rhetorical images through which writers convey their meanings, and demonstrate the beauty and psychological effect of these images. It also includes the ability to apply the principles upon which eloquent and effective speech is based, particularly in relation to clarity, strength, and aesthetic quality, while giving special attention to integration.

As for the learner's exit profile at the end of the second year of secondary education in Algeria, it is reflected in the ability to produce and write descriptive, narrative, and argumentative texts related to the themes addressed within the various learning activities of the subject. This is achieved through a general mastery of linguistic and literary competencies.²⁴

Furthermore, the rhetoric lesson is activated through the literary text by studying rhetorical phenomena in relation to text comprehension and by uncovering the reasons behind their selection. Therefore, the most important aspect on which the teacher should focus is not merely the extraction of lesson rules and requiring learners to memorize them. Rather, learners should acquire proficiency in the principles, regulations, and rules that govern the expression of a single meaning through different modes of expression, including the rules of simile, the principles of metaphor, metonymy, transferred metaphor (*majāz mursal*), anticipation (*irsād*), division, collection, unfolding and distribution (*laf wa nashr*), pairing (*muzāwajah*), and other rhetorical devices.

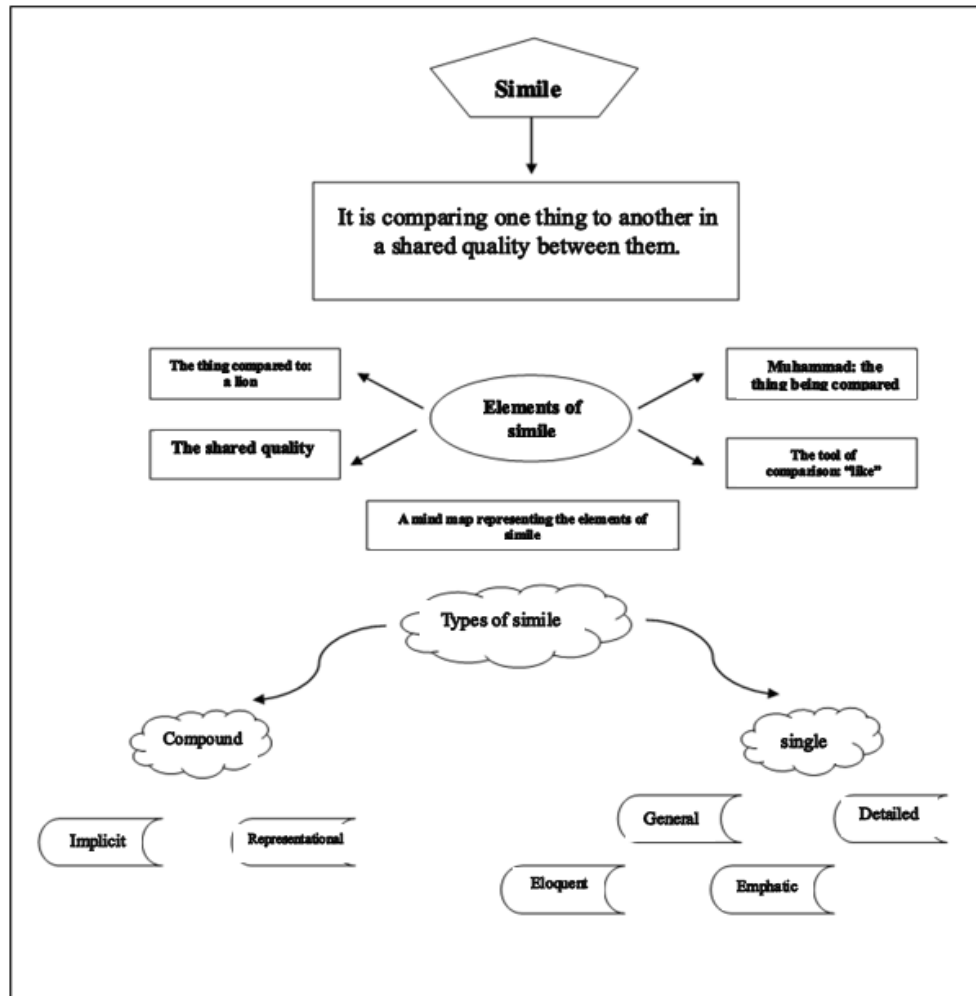
What is truly important is the rhetorical competence that learners develop through studying these principles and applying them to numerous texts, rather than simply memorizing them or becoming familiar with them at a theoretical level. This is precisely what the teacher should seek to achieve when presenting rhetoric lessons through contemporary teaching methods such as mind mapping. The following examples illustrate some of these applications.

9-2 Selected Applied Models for Presenting Arabic Rhetoric Lessons through Mind Mapping:

²⁴ Fatiha Hayed and Asma Tayebi, *Investing Mind Maps in Teaching Rhetorical Activities to Second-Year Secondary School Students*, University of Algiers 2, 2024.



Diagram No. 01: A Mind Map for the Lesson of Simile and Its Types.



Explanation and Analysis of Rhetorical Mind Map No. 1:

Simile (*Tashbīh*) is one of the branches of the Science of Eloquence (*ʿIlm al-Bayān*). It consists of comparing one thing to another on the basis of a shared characteristic between them. A simile is composed of four essential elements: the subject of comparison (*al-mushabbah*), the object of comparison (*al-mushabbah bih*), the comparative particle, and the point of similarity.

In this mind map, arrows were used to represent the branching structure of these constituent elements. They were employed to show how the different components are interconnected. The same method was adopted in presenting the types of simile, which branch into two main categories.

The first category is the simple simile, which includes:

- The detailed simile (*al-tashbīh al-mufaṣṣal*), in which all four elements are explicitly mentioned, such as: “Muhammad is like a lion in courage.”
- The emphatic simile (*al-tashbīh al-mu’akkad*), in which the comparative particle is omitted, such as: “Muhammad is a lion in courage.”

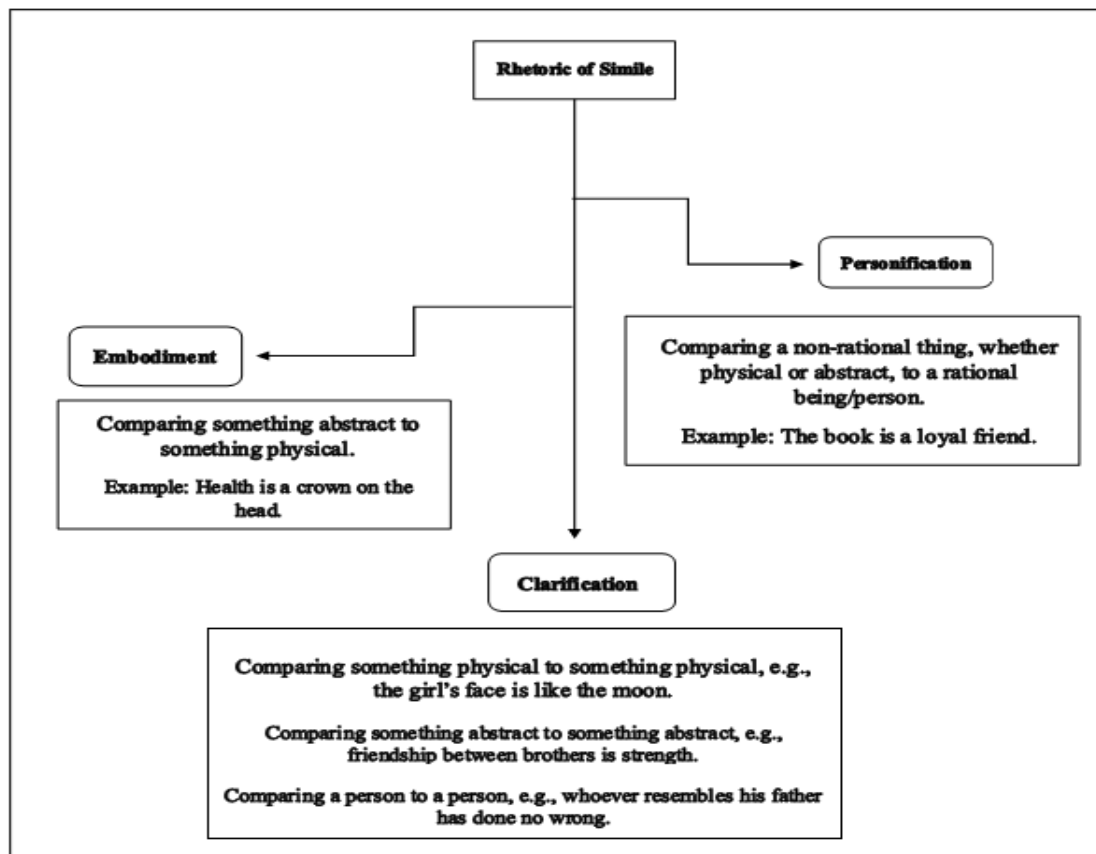


- _ The concise simile (*al-tashbīh al-mujmal*), in which the point of similarity is omitted, such as: “Knowledge is like light.”
- _ The eloquent simile (*al-tashbīh al-balīgh*), in which only the subject and object of comparison are mentioned, such as: “Knowledge is light.”

The second category is the compound simile, which includes both the representative simile (*al-tashbīh al-tamthīlī*) and the implicit simile (*al-tashbīh al-ḍimnī*).

In addition to arrows, colors were incorporated into the mind map because they function as memory stimulators and creative tools that strengthen cognitive connections within the brain and deepen conceptual understanding.

Diagram No. 02: A Mind Map for the Lesson on the Rhetoric of Simile.



Explanation and Analysis of Rhetorical Mind Map No. 2:

Simile has a distinctive rhetorical value that varies according to the nature of each comparison. This rhetorical value can be classified into three main categories.

The first category is personification (*tashkhhīṣ*), which occurs when a non-rational or inanimate entity is compared to a rational being. For example: “The tree is a faithful companion.”

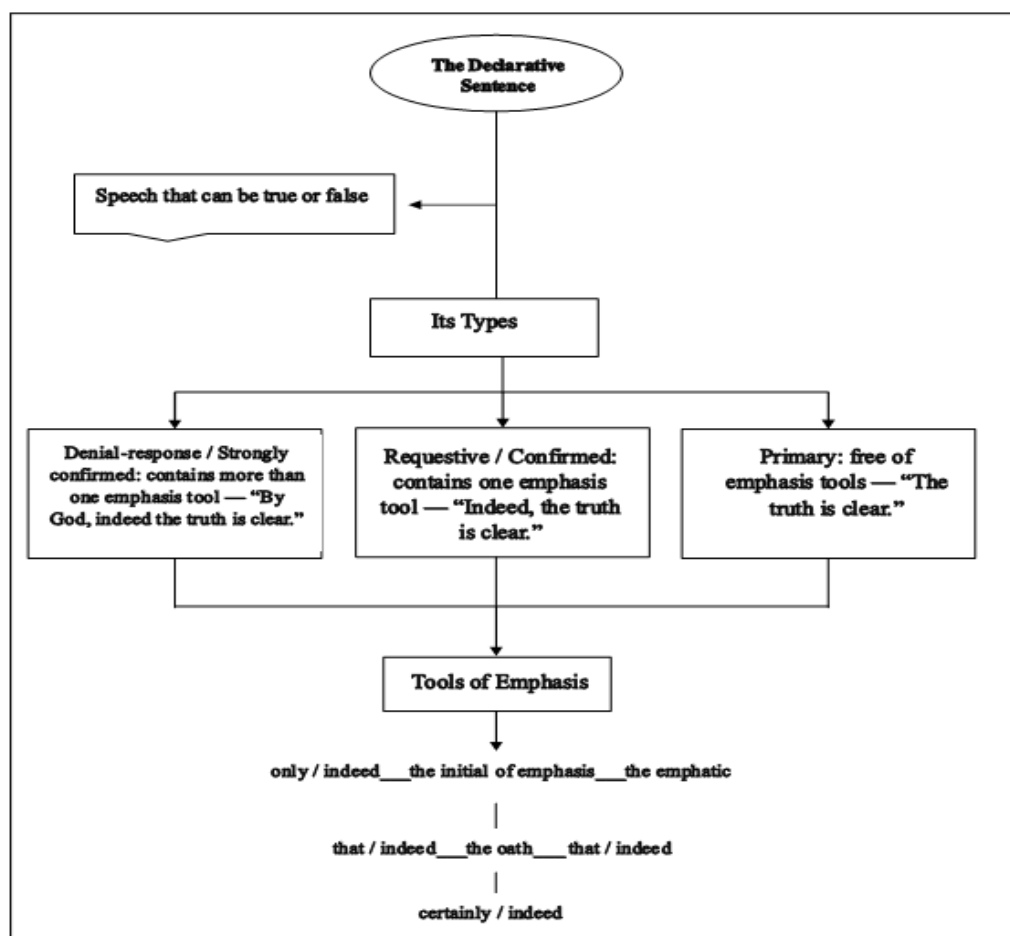
The second rhetorical function is concretization (*tajsīm*), which occurs when an abstract concept is compared to a tangible or material entity. For example: “Health is a crown upon people’s heads.”



The third and final rhetorical function of simile is clarification (*tawdīh*). This occurs when a material object is compared to another material object, such as: “The girl’s face is like the moon.” It also includes comparing one abstract concept to another abstract concept, such as: “Friendship among brothers is strength,” as well as comparing one person to another, as in the saying: “He who resembles his father commits no injustice.”

Three arrows were used in the mind map to illustrate the threefold branching structure of the rhetorical purposes of simile.

Diagram No. 03: A Mind Map for the Lesson on the Purposes of Declarative Speech (*Aghrāḍ al-Khabar*).



Explanation and Analysis of the Rhetorical Mind Map:

The mind map presents the lesson on the declarative style (*al-uslūb al-khabarī*). The topic was placed at the center of the circle, representing the core and focal point of the map. Arrows were then used to show the branching structure of the lesson.

Declarative speech was defined as speech that may be either true or false. Its categories were then presented as follows:



- _ The primary declarative form (*al-khabar al-ibtidā'ī*), which is free from any markers of emphasis, such as: “Truth is evident.”
- _ The requestive declarative form (*al-khabar al-ṭalabī*), which contains one marker of emphasis, such as: “Indeed, truth is evident.”
- _ The deniative declarative form (*al-khabar al-inkārī*), which contains more than one marker of emphasis, such as: “By God, indeed truth is evident.”

Each category is distinguished according to the number of emphatic devices used within it. All these elements were incorporated into geometric shapes in order to facilitate memorization and recall among learners. Finally, rectangular boxes were added to include the commonly used devices of emphasis.

Diagram No. 04: A Mind Map Illustrating the Purposes of Declarative Speech.

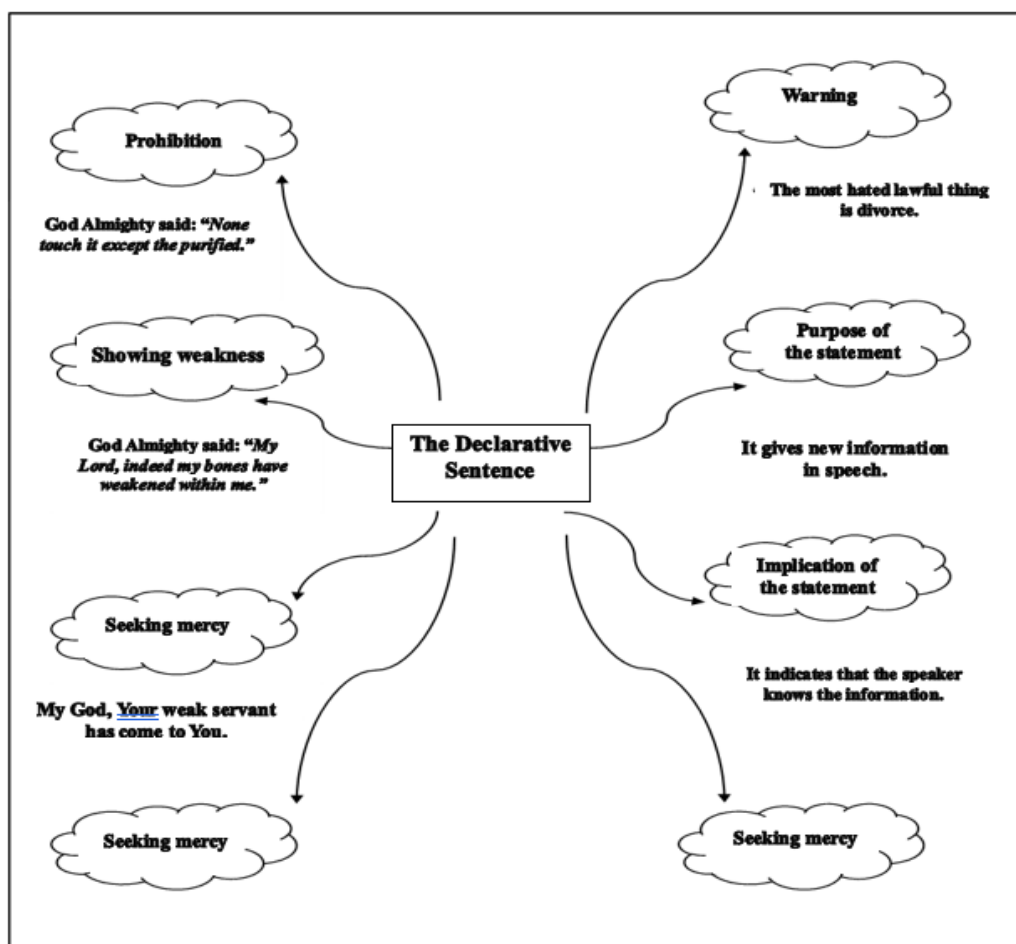
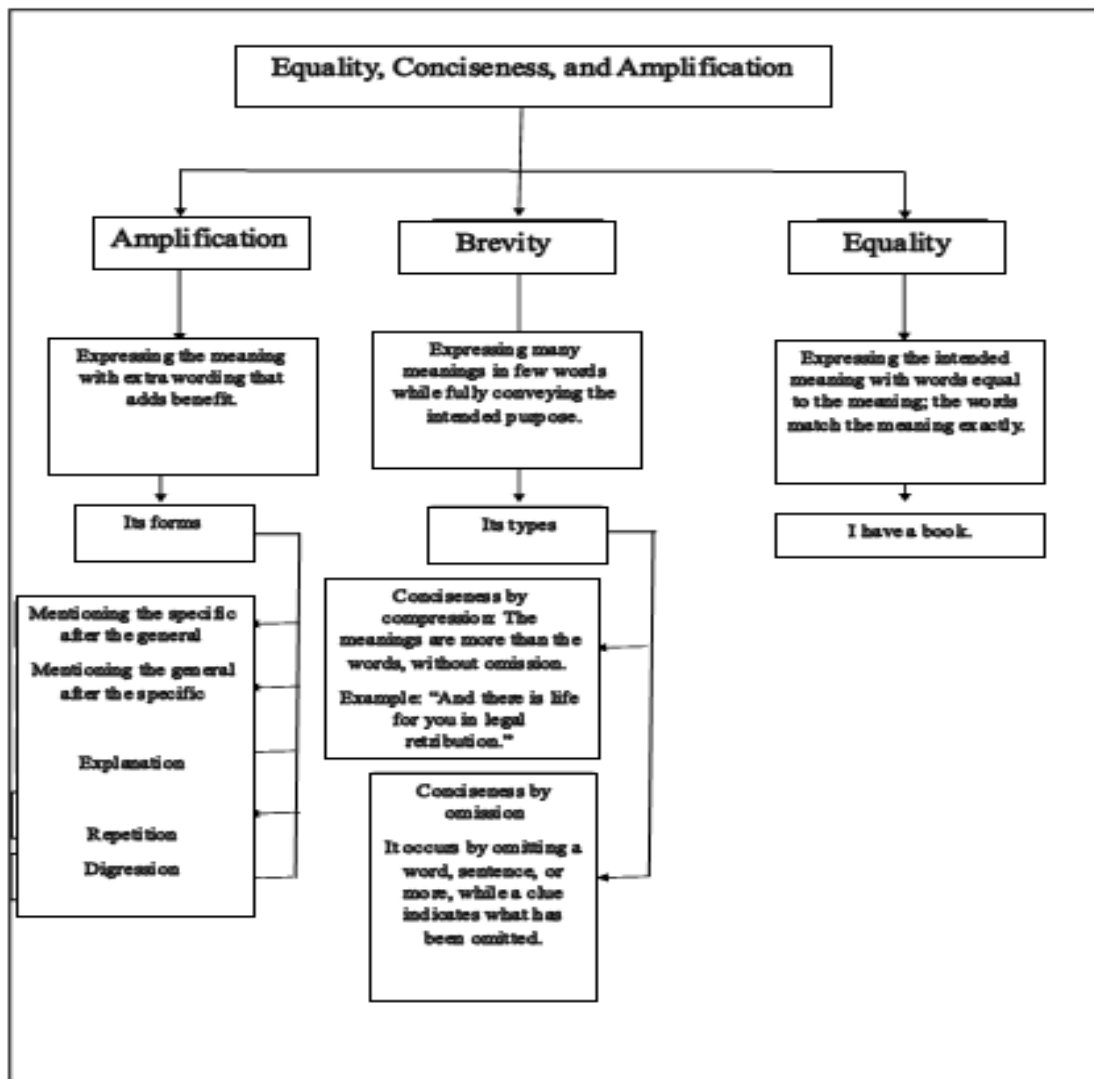




Diagram No. 05: A Mind Map Illustrating the Lesson on Equality (*al-Musāwāh*), Brevity (*al-Ījāz*), and Elaboration (*al-Itnāb*).



Analysis of Rhetorical Mind Map No. 5:

The mind map presents the lesson on equality, brevity, and elaboration. The main topic as a whole was placed at the center inside a rectangle. Arrows were then used to connect the parts of the topic through three branches: the first for equality, the second for brevity, and the third for elaboration. A specific color was assigned to each one. Accordingly, their concepts were defined within three creative forms.

Equality means expressing the intended meaning through words that correspond exactly to that meaning, with the meaning itself corresponding precisely to the words. For example: “I have a book.” Here, it is clear that any omission would lead to a disruption of meaning.

Brevity, on the other hand, means expressing numerous meanings in few words while fully conveying the intended purpose. It has two types. The first is brevity through conciseness, in



which the meanings exceed the words without any omission. For example, Allah the Almighty says: “And there is life for you in retribution” Surat Al-Baqarah, 179. Here, “retribution” and “life” are two words, yet they contain abundant meaning. “Retribution is life” means that executing the murderer preserves the life of those whom others may intend to kill, because potential killers will fear retribution and refrain from killing. It also preserves the life of the person who would otherwise be killed.

The second type is brevity through omission, which means omitting a word or a sentence while the presence of a contextual indicator points to what has been omitted. An example is the saying of Allah the Almighty: “And ask the town in which we were” Surat Yusuf, 82. The implied meaning of the verse is: “And ask the people of the town in which we were.” Here, the brevity lies in the omission of a noun.

Equality means expressing the intended meaning through words that correspond precisely to that meaning, with the meaning itself corresponding exactly to the words used. For example: “I have a book.” Here, it is clear that any omission would lead to a disruption of meaning.

Brevity, on the other hand, means conveying numerous meanings in few words while fully expressing the intended purpose. It has two types. The first is brevity through conciseness, in which the meanings exceed the words without any omission. For example, Allah the Almighty says: “And there is life for you in retribution” Surat Al-Baqarah, 179. Here, “retribution” and “life” are two words, yet they convey abundant meaning. “Retribution is life” means that executing the murderer preserves life for those whom others may intend to kill, because potential killers will fear retribution and refrain from killing. It also preserves the life of the person who would otherwise be killed.

The second type is brevity through omission, which means omitting a word or a sentence while the presence of a contextual indicator points to what has been omitted. An example is the saying of Allah the Almighty: “And ask the town in which we were” Surat Yusuf, 82. The implied meaning of the verse is: “And ask the people of the town in which we were.” Here, brevity lies in the omission of a noun.

Third and finally, elaboration means expressing the meaning through an additional expression that exceeds the basic wording while providing a specific benefit. Among its forms is mentioning the specific after the general in order to draw attention to the specific. For example, Allah the Almighty says: “The angels and the Spirit descend therein by permission of their Lord for every matter” Surat Al-Qadr, 04. “The angels” here is general, followed by the specific, “Gabriel,” whose mention indicates his importance. Another form is mentioning the general after the specific, as in: “Our Lord, forgive me and my parents and the believers on the Day when the reckoning will be established.” Here, the specific is mentioned first, “me and my parents,” followed by the general, “the believers.”

Another form of elaboration is repetition, as in the saying of Allah the Almighty: “For indeed, with hardship comes ease. Indeed, with hardship comes ease” Surat Ash-Sharh, 05. Interjection also serves several purposes. One example is supplication, as in: “Know—may Allah guide you—that the book is the best companion.” Finally, there is justification, as in the saying of



Allah the Almighty: “And be patient over what befalls you; indeed, that is among the matters requiring determination.” Surat Luqman, 17. This lesson is prescribed in the school textbook, p. 116.

Conclusion:

After analyzing the topic of mind maps from both theoretical and practical perspectives, several key findings were reached, as follows:

- _ The mind map is a tool used by the brain to organize ideas and formulate them in a way that allows them to flow coherently.
- _ The first innovator of mind maps was “Tony Buzan,” who presented them as a multi-method thinking tool that strengthens memory.
- _ Tony Buzan’s aim was to reveal how the mental capacities of the brain could be exploited and applied in various fields, until he developed the concept of the mind map.
- _ The mind map provides the learner with key tools that help activate the power of the mind by employing most mental skills through words, images, colors, and other elements.
- _ Mind maps can be used in writing articles, solving problems, and managing meetings, as well as in education and studying.
- _ Mind maps perform several educational and pedagogical functions, including memorization, summarization, organization, stimulation, motivation, and the linking of educational knowledge.
- _ When Arabic language teachers adopt the mind map as a teaching method, this contributes to simplifying the educational process and guiding it according to an organized pattern of thinking.
- _ The use of the mind map in the educational process in general, and in teaching Arabic rhetoric in particular, keeps pace with contemporary developments and moves beyond the limits of traditional teaching methods.
- _ Constructing and teaching Arabic rhetoric lessons for second-year secondary school students through mind maps has an effect on learners’ acquisition, comprehension, and mastery of this subject. This is because the mind-mapping method supports memory and addresses students’ weak achievement in Arabic rhetoric.
- _ After direct interaction with the students of the studied year, the field study demonstrated that the modern mind-mapping strategy is an effective and successful method for both teachers and learners.
- _ Mind maps contribute to the storage of rhetorical concepts by encoding them through geometric shapes, thereby enabling them to be retrieved easily.

Accordingly, mind maps constitute a beneficial educational method for all teachers and learners. They offer numerous advantages from which substantial benefit may be derived. Researchers are also encouraged to investigate them further and apply them to various school subjects, not only rhetoric, as they still require additional research. This study is only a modest



attempt to examine the reality of this method in education. It is hoped that this research will be expanded in another academic study, supported by additional sources and references.

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