

# INVESTIGATE THE IMPACT OF USING WRITING TO LEARN APPROACH WHEN STUDENTS CONVERTING THEIR OWN CONCEPT MAPS INTO READABLE TEXTS

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***ABSTRACT\_** This study aims to investigate the impact of using writing to learn approach when students converting their own concept maps into readable texts. The effects were measured on student achievement in the chapter Rate of Chemical Reaction from 12-grade chemistry. In addition, the study aims to investigate the impact on learning existence. A quasi-experimental design was implemented on (87) female students divided into two groups, control and experimental. An achievement test was prepared and tested for validity and reliability. Analysis of Covariance revealed statistically significant differences between experimental and control groups in favor of the experimental group. Similar significant difference results were obtained from the delay test implementation after eight weeks. These results confirm the impact of implementing writing to learn approach. Several recommendations and suggestions were provided.*

***KEY WORDS:** Concept maps, Readable text, Writing for learning, The effect of converting, Academic achievement, The survival of the impact of learning, Rapporteur of the chemistry, The third secondary grade.*