

Mind Maps Aid EFL Students' Vocabulary Building

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Abstract

Mind mapping is a way to facilitate access to knowledge and retrieval by visual evidence such as pictures, arrows and colors. Young students need one place to register mind maps and the possibility of retrieving their memory. Through this study, the researcher found that the elementary student assistant on the creation of personal, bright and interesting using mind maps can alleviate the difficulties of recall and memorization of vocabulary for a longer period of time. On the other hand, teaching and learning through the mapping of the mind is a fun and entertaining way as it helps to motivate students to study new things and seek to learn and encourage learners to use new vocabulary habitually and increase the desire of students to know more. In addition, drawing skills is one of the easiest ways to manage, handle and develop vocabulary retention.

Keywords: Mind Maps, vocabulary, EFL, learning, students

1. Introduction and Background

Mind mapping is one of the top techniques to arrest, enliven, and visualize ideas. In addition to taking notes, mind maps can help make the student more creative and increase his ability to remember more about his life. And force students to solve problems in a more effective and unusual way (Locke & Johnston, 2016).

Mind map is mainly a graph that bonds material about a fundamental theme. We can think of it as a tree, although the structure is more complex and subtler. The main trunk, is the main idea and basis of the subject, for example, hair, the branches are sub-themes or related ideas, such as hair types, famous, poets, poetic publications. The higher levels of detail branch out from there and the branches can be linked to each other.

Mind maps can be used for any thinking or learning task, from studying a subject (such as a new language) to planning your career or even building better habits (Alam, 2018).

1.1 Four Significant Structures of Mind Maps (MMs)

There are many reasons why we consider mind maps as effective educational tools. In this section, four important maps of mind maps (MMs) will be presented to indicate their use in teaching practice. They are structure, motivation, customization and creativity.

1.1.1 Structure

It has been shown earlier that mind maps support nonlinearity. The basic feature of the mind map (MM) is its apparent secret structure. Busan explains that written observations inhibit the possibilities of thinking and thus make storage and learning unnecessarily difficult. "Through wildlife, the linear performance of normal observations prevents the brain from making semantics and, therefore, addresses imagination and memory." When we organize our ideas or the thoughts of another person in a mind map, we support the establishment of linkages between the elements and the establishment of our own societies, and in additional terms, which promotes knowledge. (Buran, Filyukov, & Sciences, 2015)

1.1.2 Motivation

Motivation is an important function of learning. As Schunk (2013) points out: "Motivation encourages students to activities that facilitate learning." Interested students are more interested in the subject they are learning, and therefore seem to be increasingly willing to devote their leisure time to learning activities. Moreover, having faced a difficult subject, they did not submit easily. This is why attention is drawn to motivation by educators. The question is how to increase their interest in learning (Cook, 2016).

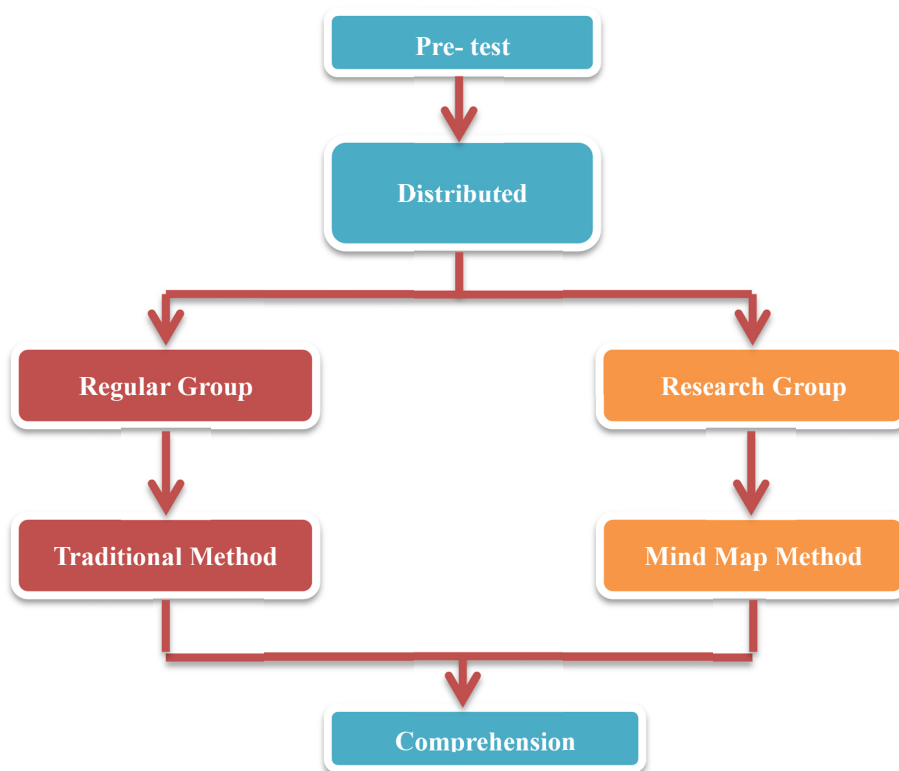
Mind mapping is a method that generates motivation and thus stimulates learning. Above all, by being well

mind mapping methods that can be simply learned and pertained by fresh students.

Mind mapping is not novel knowledge. We have assumed in writing though it is not common in teaching vocabulary. It is believed that mind mapping can stimulate learners to learn through the depletion of images and color graphics. Pictorial evidence in the mind map can help improve information retrieval and issuance procedures.

2. Methodology

In order to plan the status of the mind map in Jordan, a survey was published to collect data from primary school students. The researcher chose two random layers from the sixth grade to form the sample. The study sample consisted of (130) students in the sixth grade. The two groups were randomly selected in two groups: the regular group and the research group. The researcher used the questionnaire as a basic method in the paper. The researchers organised the study protocol with the teachers that participated in the study.



2.1 Instruments

Each learner was handed a sketchbook in the first complementary semester. The learners create one mind map of each chapter in the drawing reports, which were gathered during the first semester to afford qualitative data. The quiz (Table 1) was prearranged to the vocabulary trained in the first portion.

The first portion covers commonly used story words, which are taught in both the add-on program (for the individual in the search group) and the regular group. The vocabulary in the second part is those recorded in the storybook and educated in the fixed group. Per se, learners had more observations in dealing with them in spelling, assessments and tests. Students' ability to say and evoke the meaning of lexicon was planned.

Table 1. Test

Exam				
Part One		Part Two		
1. Gift	16. Beautiful	1. Place the baker	16. Mystical	
2. Santa Claus	17. Accessories	2. Bank	17. Shoes	
3. Christmas stockings	18. Watch	3. Bus station	18. Card	
4. Wishes	19. Glasses	4. Crying	19. The puzzle	
5. Fun games	20. Herband	5. buzz	20. Surfing	
6. Chocolate	21. Bracelet	6. Chirping	21. Jog	

7. Songs	22. Profits	7. Altzmir	22. Greetings
8. Mahabal	23. Jacket	8. Tamo	23. Received
9. Seasons	24. Fast food	9. Laughter	24. Scare away
10. Parents	25. Apple pie	10. Barking	25. The road
11. Hot Pot	26. French fries	11. Talk	26. Loud
12. Warm	27. Cup of coffee	12. Flying	27. Repair
13. Parents	28. Biking	13. Streaming	28. Hide
14. Beautiful	29. Sports	14. Enjoy	29. Colored
15. cute		15. Hear	

2.2 Positioning

Teachers observation simplifies thinking about learning exercises and extending the utility of operating the mind mapping device. Teachers and learners can also profit greatly. The conclusion was more willing to express in English because of the traditional association with teachers.

2.3 Procedures

In each additional semester, students had to fill a short paragraph in the reading exercise. After that the teacher passed through with them and extracted some of the vocabulary of the story. The teacher described the connotation of the lexis using the mind mapping procedure. Students had to contact the teachers before making mind maps of their own. Developed by selecting lexis as the keyword for mind map, additional teacher and additional lexicon are added to the graph. Finally, students to improve the mind map used new words. Each student was given a sketch and a set of mind mapping crayons with novel vocabulary they can remember. Learners were requested to teach their sketches in five minutes and then incant out the novel texts they had taken. Learners may use vocabulary to speak or write. Upon completion of the session, labels were set to the learners in determining the worthwhile job completed. The agenda of study going-on is as follows:

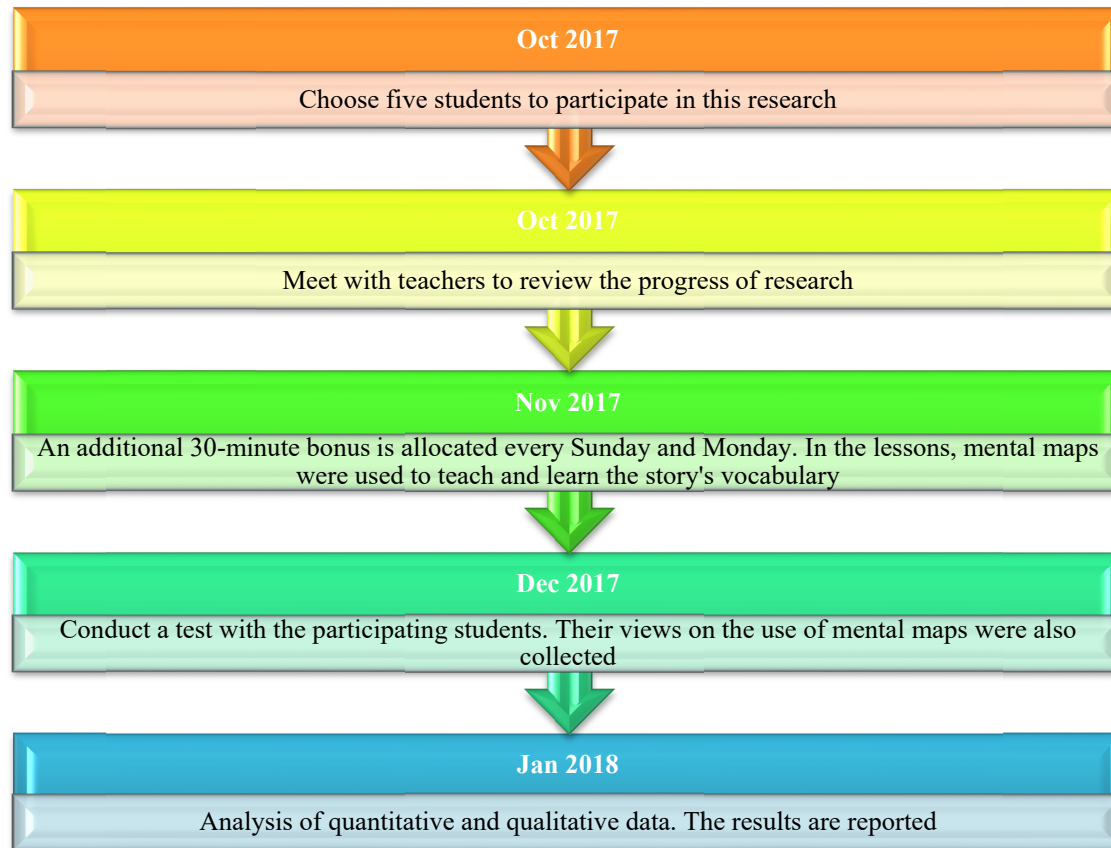


Figure 2. Research schedule

3. Results

3.1 Performance in the Short Test

In October 2017, a tiny vocabulary quiz was given to 6 sixth grade learners. Three of the learners were from the study group, and three others were prominent students in the class. Both groups of students joined the regular classroom. Attended the front of the additional layers twice a week as well.

The quiz encloses two sets of vocabulary learned in the chapter. Vocabulary in the second portion was learned only once again in complementary teachings using mind mapping performance. Learners were questioned to articulate and speak the meanings of new vocabulary.

It is clear in the previous figure that the students in the study group were less accurate in the second part than the outstanding students. Despite repetitive exercises in unusual frames, they are still unable to efficiently remind lexis. This was not surprising because the exceptional learners had high abilities to master and remember the language they taught in the exercises and the textbook. However, both groups achieved about 60 percent in the first part, which showed the optimistic results of the planned intervention in this study. Learners in the study group were significantly more accurate because of learning through mental mapping.

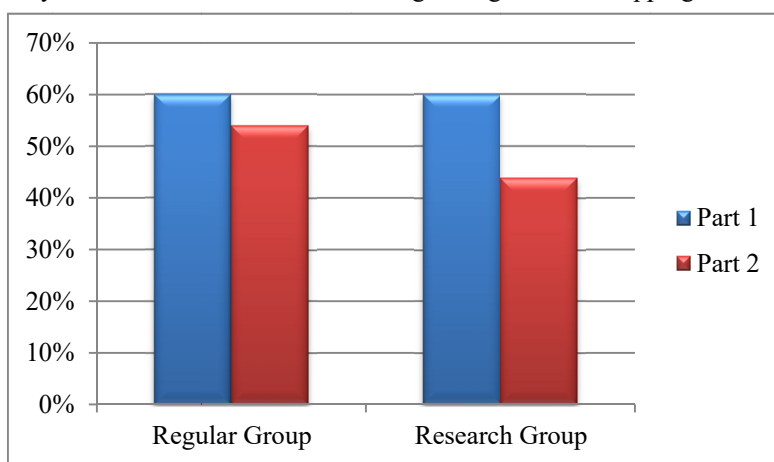


Figure 3. Test Performance

3.2 Performance in the Second English Exam

It is discussed that the uses of mental map can develop students' self-learning and provocation abilities. Since the study was tested in the second test, implementation was also examined in the second test. Compared to the first test (Figure 4), students in the study group had 10% to 26% promotion in spelling, speaking and listening skills. Their promotion in general English and listening was somewhat higher than that of the unstable group. Some positive things may be the result of the integration of mental maps as an educational tool, although there may not be a direct link between achieving mental map skills and test scores.

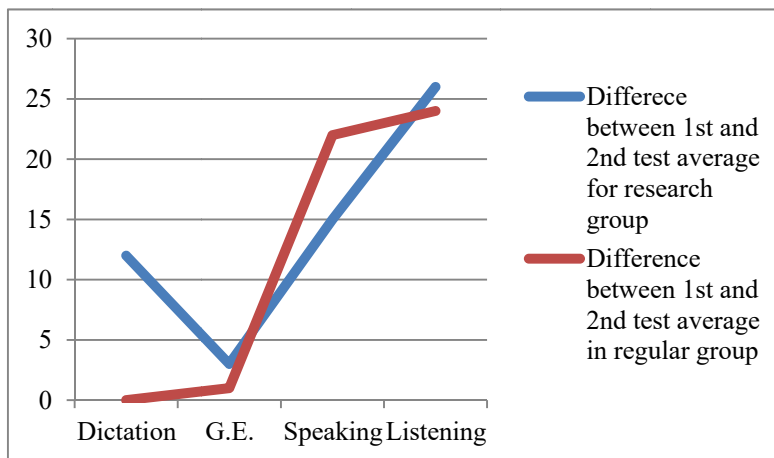


Figure 4. Comparison of 1st and 2nd test

3.3 Study Group Students Opinions

Immediately after the evaluation of lexis, a conversation was accompanied with students of the study group. They all showed that they prefer to use the sketchbook for mental mapping in the classroom and like the extra classes every week. "Drawing a mental map in the classroom is fun and can help me remember new words," said one learner.

Students have learned to produce their own mental maps to learn vocabulary and do their writing exercises. They hoped that mental mapping could be adopted in the regular classroom in the future.

3.4 The Researchers Opinion

It was easy to look at the vocabulary lesson using mental mapping performance (MM). Students expect the teacher to draw on the blackboard in different colors. In mental maps, learners introduced the "meaning" of a novel to the word with varying graphics and word connotations. They can master the word after clarifying the teacher without asking for clarification. Learners love their own drawing books and review the mental maps they have tweaked in previous chapters. They can remember the vocabulary in the next chapter even if it is not interpreted accurately. There were some cases when they took the sketchbook to find a word when they were writing in the usual English class. After several months they can still remember what they have painted.

3.5 English Teachers Opinion

The teachers' view after studying the findings in October 2017 was that mind map procedures could enrich the ability to self-learn. Despite the small size of the sample, the results obtained in the first phase were positive. The view of colleagues that the use of mental maps to help build vocabulary is considered an effective way to help learners to acquire new words. Mind maps give them an unusual way to remember new words in their place memorizing repetitions.

Students have gained more confidence in using English after using mental maps. In the coming academic year, the use of mental maps will be expanded to include a number of classrooms and expand the research area for future studies. In order to improve student vocabulary, students may follow up applications to enhance what they have learned through their mental maps.

4. Conclusions

Acquisition of words is necessary in the language learning stages. As perceived by school education, learners can become more self-confident by mastering the words. However, acquiring how to do this is one of the most difficult aspects of language teachers.

Other approaches are needed to enable voluntary control. Mind Set is how to facilitate the acquisition and retrieval of knowledge using visible recitations such as images, errors and colors. A single brain mapping office is essential for novice students to regain their memory. By teaching at school, helping creative students produce interesting, stimulating and stimulating mental maps can ease their problems in acquiring and restoring words for a long time. Learning through mind mapping helps stimulate learners to study modern vocabulary at all times and encourages them to use it in their daily lives. In this direction, easy to manage mind-set skills. All students can implement a modern speech learning plan for writing exercises in the classroom. It is possible that the usual practice with taxes, fees and mental maps has urged students to apply this technology in their learning procedures. Moreover, the optimistic effect on the results of English learning for students has been reflected. In general, the strategy of the mind as a means of clarifying words is effective for intermediate students with intermediate actions.

5. Recommendations

To enhance the effectiveness of learning story words in the classroom in English, trainees can be invited to brainstorm either exclusively or jointly after explaining the words and teaching them in the lesson. After that, learners can use the mental maps produced to record a novel in a chapter or novel. It is also important for students to practice writing and speaking skills.

There is a lack of systematic practice to master mind mapping techniques. Once students learn this technology, they can easily implement skills that enable them to remember words and organize ideas for their writing functions. However, no single layout remains suitable for everyone. We need to know whether the methods can be implemented on learners with varying degrees of specialization. Non-similar educational policies can be adopted to address isolated changes in the lesson. The following period of research will be conducted to report the property of mind maps in explaining and teaching English systems.

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