The Importance of Using Mind Mapping in Teaching Vocabulary

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ABSTRACT

Using visual cues like images, arrows, and color can make it easier to obtain knowledge and retrieve it. Young pupils require a single location to store their mind maps and the ability to recall information. Through this study, the researcher discovered that teaching primary students how to make their own, vibrant, and engaging mind maps can help them remember and recall vocabulary for a longer amount of time. On the other hand, using the mapping of the mind to teach and learn is a joyful and interesting method that encourages students to learn new things, keep learning, and apply new language on a regular basis while also picking their curiosity. Additionally, one of the simplest ways to control, manage, and increase vocabulary retention is through drawing abilities.

Four sections will make up this research. The first section provides an overview of teaching EFL vocabulary through mind mapping, along with information on its significance for teaching and learning, goals, and plans.

The second part discusses earlier research, papers, and sources on teaching EFL vocabulary with mind maps. The third section addresses several methods and plans of action. The advantages and downsides are covered in the fourth section.

To sum up the research, conclude it and review the results .

Keywords: map, vocabularies, ideas, development, comprehensive.

INTRODUCTION

The main concept which is placed in the center and therefore certain ideas, words or even phrases related to the main concept can be connected (Rabeka, 2014). In other words, it is a graphic organizer in which the major categories radiate from a central idea and sub- categories are represented as branches of larger branches. A visual tool that can be used to generate ideas; take notes, organize thinking, and develop concepts. It is helpful for visual learners to enhance learning as an illustrative tool. As a skill, it cuts across ability levels and encompasses all subject matters. It enables students to better organize, prioritize, and integrate material presented in a course. Within the area of EFL, mind mapping has been effective as a pedagogical technique for the improvement of writing skills (Fiktorius, 2013; O'Reilly, 2015). Fiktorius (2013, p. 10), in a comprehensive study, discussed the advantages of mind mapping as follows:

•Mind mapping is an effective technique for brainstorming. Once all the ideas have been presented, they can be grouped and prioritized.

•Since mind mapping brings more flexibility, learner's creativity is in turn encouraged.

• Mind mapping allows showing all related topics on the same mind-map, with associations displayed by images, symbols, and colors, all of which improve memory retention. It also captures students 'attention. It provides students with a more attractive and

136

enjoyable format for their eye or brain to look at, think about, and remember.

•Mind-maps are especially helpful for strong visual learners who absorb information better when it is presented via diagrams and similar visual aids than through written text.

•Mind-maps also help students see connections between prior knowledge and new information, which helps them transfer what they learn and apply it to new situations.

MATERIALS AND METHODS

The Problem and Its Significance

Vocabulary is an essential component of any language-learning process. Without vocabulary, learning a language would be impossible. Learning and memorizing new terms, on the other hand, is a difficult task for EFL students and may not be a preferred activity. Traditional methods may not provide students with different vocabulary learning techniques and may not encourage them to use them. As a result, students face numerous challenges when learning vocabulary, particularly when memorizing and recalling word meanings. It is upsetting when they discover that they are unable to communicate effectively due to a lack of vocabulary. Furthermore, they spend the majority of their time learning vocabulary because they used to write the words down several times and spell them aloud before formulating sentences with these words. Mind mapping is a technique that can help students increase their vocabulary repertoire in a second language. This technique is used as a powerful tool to make learning new English vocabulary more enjoyable and simpler by utilizing various options to facilitate knowledge acquisition in EFL classroom settings.

1_Mind mapping activates the whole brain.

2_Mind mapping fixes mental complications.

3_Mind mapping lets the students focus on the main explanation.

4_Mind mapping helps to show the relationship between the separated information parts.

5_Mind mapping gives a clear description specifically.

6_Mind mapping allows the students to group the concepts and compare them.

7_Colors have the same role as pictures, the brain will stimulate an idea through colorful form. It makes the mind map more alive and adds creative thinking energy for the students. (David:2010)

8_Pictures have a thousand meanings that are the same as the central picture.

AIMS

One of the most important skills that teachers must learn is how to capitalize on the diversity that students bring to the classroom. This variety can foster a positive classroom environment and motivate teachers to seek out new opportunities and ideas to help students understand and retain what they are learning. Learning for understanding is a dynamic, reciprocal, and contextual activity in which cognition is propagated from mind to mind, mind to tool, and tool to mind in such a way that it creates representations within and between learners," write Hutchins and Clausen (1998). (as cited in Naykki & Jarvela, 2008, p. 359). As a result, when students are able to visualize an image or a pictorial representation, in order to comprehend and learn, they associate that image with various ideas that are processed in their minds. "In a teaching environment, a visual makes the task or situation appear more authentic and prompts the learner to find direct or indirect ways to play with the language and its structures," says Canning-Wilson (1999).It is critical to examine various visual strategies because both students and teachers benefit from them when learning a second language (L2).(Herrera and Murry 2005).

Limits

A mind map is a graphic organizer in which major categories radiate from a central idea and sub-categories are represented as branches of larger branches. It is a visual tool for generating ideas, taking

notes, organizing thoughts, and developing concepts. It can be used by teachers to improve learning. It is useful for visual learners as an illustrative tool that aids in thought management, learning direction, and making connections. It is a skill that transcends ability levels and covers all subjects. It enables students to better organize, prioritize, and integrate course material.

Plan

Hofland & Miao (2007) help to motivate L2 learners to study and apply new words, concepts, ideas, and themes on a regular and effortless basis. In other words, a mind map begins with a single word or text in the center, to which related ideas, words, and concepts are added. It aids in the recognition of words or ideas by using colors or symbols, allowing for creativity when recording ideas and information, and assisting the note taker in associating words with visual representations.

THEORETICAL BACKGROUND AND RELATED PREVIOUS STUDIES

There are many studies on the topic, and we will select some of them

The Impact of mind mapping strategy on vocabulary use in the writing of Iranian EFL Learners. (Tahereh Jafari Nodoushan and Ashraf Haji Maibodi)

Sixty pre-intermediate female students from two intact classes were selected from an English Language Institute in Ardakan, , Iran. An experimental method was undertaken, and participants were divided into two groups. Thirty-one students were taken as the experimental group. They were subjected to treatment, in which vocabulary selection through Sentence-Making rules were taught by the application of mind mapping strategy. Twenty-nine students in the control group were taught through the traditional method. At the end of instructions to both groups, the results of the post-test obtain eel through the spss software showed that the experimental group out per formed the control group.

Using Mind Mapping as a method to help ESL/EFL Students connect vocabulary and concepts in Different contexts.(Gideon King)

Current understanding of how the brain works indicates that thinking is not linear. Individuals understand concepts better when they can see visual representations of those ideas. Radiant Thinking mean if stations are represented by these pictorial diagrams. Understanding how the mind connects concepts allows educators to provide vocabulary strategies that help students learn. Mind Mapping has proven to be a good technique for memorizing, creative thinking, and Learning. This paper reflects on how mind mapping helps ESL/EFL students connect concepts in different contexts through the assistance of pictorial representations by hand and by the use of software that enables learners to create association between words and images in order to better learn and memorize information in a second language.

Method of Procedure

A mind map displays a single word or text in the center, to which related ideas, words, and concepts are added. It aids in the recognition of words or ideas by using colors or symbols, allowing for creativity when recording ideas and information, and assisting the note taker in associating words with visual representations. Gairns and Redman (1986) presented the following figure, which depicts mind mapping as an effective way of getting information into and out of the brain in order to create note taking and note making that maps out the ideas.

Mind mapping strategies for teachers

Leyden (2015) proposed three types of mind mapping strategies for teachers: pre-class, in-class, and out-of-class strategies. Pre-class mind-map strategies include strategies such as planning, organizing, preparing learning materials, laying the groundwork for classroom discussion, encouraging learners to study prior to attending the class, and activating prior knowledge about a specific topic that is the focus of the L2 class. IIn-class teaching strategies that promote creativity, motivation, and

enthusiasm can help L2 learners acquire the target language.

Mind Mapping Strategies for Students

Buzan (1993, cited in Indrayani 2014) has presented the following strategies for students to begin mind mapping in order to achieve better results, improve memory, and spend less time learning:

1_Making Notes

Mind Map allows students to write down only the most important information using keywords, and then visually connect facts and ideas to create all of the topic thoughts on one sheet.

2_Brainstorming

Mind map is a great tool for drawing thoughts to prepare for an exam, an essay, or any other creative task. It will help you retrieve information from your memory and generate new ideas through association. Once you've gathered enough information, you can rearrange your ideas until you've created the ideal structure.17

3.Memorization

A mind map can assist you in memorizing a wide range of information and data, from second language vocabulary to complex physical concepts. As Buzan (2013, cited in Indrayani 2014) put it, "mind maps utilize all our cortical skills and activate the brain on all levels, making it more alert and skilled at remembering."

The attractiveness of mind maps encourages the brain to return to them, increasing the likelihood of spontaneous recall."

4_Revising lessons

To review material covered in class, create a mind map. Every time you look at the map, you will remember a little more of its information. Working on your map (improving it with colors, pictures, and the like) will also increase your understanding of its

contents. The same is true for material you are attempting to study for an exam.

THE ADVANTAGES AND DISADVANTAGES OF MIND MAPPING

Mind mapping technique has advantages and disadvantages in its use. On one hand, DePorter and Hernacki (2008) described some advantages of using mind mapping technique, firstly, flexibility; We can put the category of something based on our own opinion anywhere in the mind mapping easily, it may help people to see other connections and similarities in the received information. Secondly, concentrating on the topic ; keeping focus on the keyword can help our brain to store and retrieve information and it does not waste time. It helps to concentrate on information structure and enables the user to see the big picture. Thirdly, increasing comprehension ; mind mapping as a simple think pattern, it makes revision easier and condenses material into a concise memorable formation. Also, it delivers the students to focus on the ideas. Hence, this way facilitates the students to understand what they have learned. Lastly, enjoyable ; by using pictures and colors, mind mapping makes the brain enjoy and excited, so it can be fun to learn.

THE CONCLUSION

One alternative technique for teaching vocabulary is the mapping technique. The research results show that this technique is effective in improving students' vocabulary mastery abilities. Furthermore, mind mapping has been shown to have a positive impact on students' vocabulary mastery. The experimental study demonstrates that the experimental group's improvement in vocabulary mastery is statistically greater than the improvement in the control group. The results of the questionnaires, the majority of students believe that mind mapping can help them advance, improve their vocabulary, broaden their ideas, and boost their self-confidence in learning. A good technique will not help students learn if it does not fit their needs and conditions. The mind mapping technique is still unable to recover the students' entire problem in vocabulary.

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