THAI NGUYEN UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

VU THI HONG NHUNG

USING MIND-MAPPING APPROACH TO IMPROVE STUDENTS' VOCABULARY MEMORY FOR THE FIRST-YEAR STUDENTS AT THAI NGUYEN MEDICAL COLLEGE

(Sử dụng sơ đồ tư duy để cải thiện khả năng ghi nhớ từ vựng cho sinh viên năm thứ nhất Trường Cao đẳng Y tế Thái Nguyên)

M.A. THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2018

THAI NGUYEN UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

VU THI HONG NHUNG

USING MIND-MAPPING APPROACH TO IMPROVE STUDENTS' VOCABULARY MEMORY FOR THE FIRST-YEAR STUDENTS AT THAI NGUYEN MEDICAL COLLEGE

(Sử dụng sơ đồ tư duy để cải thiện khả năng ghi nhớ từ vựng cho sinh viên năm thứ nhất Trường Cao đẳng Y tế Thái Nguyên)

M.A. THESIS

(APPLICATION ORIENTATION)

Field: English Linguistics

Code: 8220201

Supervisor 1: Assoc. Prof. Dr. Le Van Canh

Supervisor 2: Dr. Nguyen Thi Minh Loan

THAI NGUYEN – 2018

DECLARATION

I certify that the minor thesis entitled **"Using mind-mapping approach to improve students' vocabulary memory for the first-year students at Thai Nguyen Medical College"** is my own study in the fulfillment of the requirement for the Degree of Master of Arts at Foreign Language Faculty, Thai Nguyen University.

Signature:

Vu Thi Hong Nhung

Thai Nguyen, 2018.

ACKNOWLEDGEMENTS

Thanks to the support of many people, this research has been completed. I would like to start by expressing my great gratitude to my supervisor, Assoc. Prof. Dr. Le Van Canh and Dr. Nguyen Thi Minh Loan for their valuable comments, constant support and encouragement.

I want to give my special thanks to teachers and first-year students of Thai Nguyen Medical College for their support in my lessons, attendence in tests and response to my survey questionnaires.

Last but not least, I am truly greatful to my family for their wholehearted care and support me during the time I conducted the research and encourage me all the time when I encountered difficulties in completing the thesis.

ABSTRACT

This thesis was an attempt to explore the application of mind-mapping technique in teaching and learning vocabulary for the first-year students at Thai Nguyen Medical College. The thesis began with liturature review on vocabulary teaching and mind-mapping approach. Then quasi-experimental design was applied to find out the improvement of students in retaining vocabulary by using mind-maping technique. A questionnaire was employed to 70 first-years students at Thai Nguyen medical College after tests and lessons with and without applying mind-mapping technique to explore the benefits and difficulties of students in learning vocabulary with mind-mapping technique. The findings of the research show that mind-mapping technique has been used in many subjects, and it is also applicable and effective to teach English vocabulary. Therefore, the technique was suggested to be exploited more in the context of teching vocabulary for non-English major students at Thai Nguyen Medical College.

TABLE OF CONTENT

Declaration	i
Acknowledgement	ii
Abstract	iii
Table of content	iv
List of tables	vii
List of figures	viii
CHAPTER I: INTRODUCTION	1
1. Rationale for the study	1
2. Aims of the study	3
3. Scope of the study	4
4. Significance of the study	4
5. Structure of the study	4
CHAPTER II: LITERATURE REVIEW	6
1. Vocabulary and vocabulary learning	6
1.1. Definitions of vocabulary	6
1.2. Kinds of vocabulary	7
1.3. Difficulty of learning vocabulary	9
1.4. Vocabulary retention	10
2. Mind-mapping	11
2.1. Definitions of mind-mapping	11
2.2. The functions of mind-mapping	14
2.3. Classifications of mind-mapping	14
2.4. Advantages of using mind-mapping	17
2.5. Previous studies on using mind-mapping in teaching and learning vocabulary	19
CHAPTER III: METHODOLOGY	22
1. Research questions	22
2. Methods of research	22
3. Participants	23

4. Data collection 24
4.1. Data collection instruments 24
4.1.1. Vocabulary test 24
4.1.2. Questionnaire 27
4.2. Data collection procedure 28
4.2.1. Pre-test 28
4.2.2. Training 29
4.2.3. Post-test 1 31
4.2.4. Questionnaire 31
5. Data analysis 32
5.1. Test result analysis 32
5.2. Questionnaire analysis 32
CHAPTER IV: FINDING AND DISCUSSION 34
1. Research question 1 34
1.1. The students' pre-test scores of the experimental and control group 34
1.2. The students' scores in post – test 1 36
1.3. The students' scores in post – test 2 39
2. Research question 2 42
3. Discussion 47
CHAPTER V: IMPLICATIONS AND CONCLUSION 51
1. Implications 51
1.1. To the teachers 51
1.2. To the students 51
2. Limitations of the study 52
3. Suggestions for future research 52
4. Conclusion 53
REFERENCE 54
APPENDIXES I
Appendix A: Vocabulary pre-test I
Appendix B: Vocabulary post-test 1 III

Appendix C: Vocabulary post-test 2 V
Appendix D: Questionnaire for students VII
Appendix E: Lesson plan for control group IX
Appendix F: Lesson plan for experimental group X
Appendix G: Mind-mapping of students in experimental group XI
Appendix H: The students' scores and the realibility coefficient of the test items in pre-test XIV
Appendix I: The students' scores and the realibility coefficient of the test items in post-test 1 XVII
Appendix K: The students' scores and the realibility coefficient of the test items in post-test 2 XX

LISTS OF TABLES

Table 3.1: Test description

Table 3.2: Questionnaire description

Table 3.2: Procedure of training

Table 3.4: Conversion of percentage range

Table 4.1: Students' scores of experimental group in pre-test

Table 4.2: Students' scores of control group in pre-test

Table 4.3: Students' scores of experimental group in post-test 1

Table 4.4: Students' scores of control group in post-test 1

Table 4.5: Students' scores of experimental group in post-test 2

Table 4.6: Students' scores of control group in post-test 2

Table 4.7: Mean scores of two groups in vocabulary tests

Table 4.8: Students' opinions about the benefits of applying mind-mapping technique in teaching and learning vocabulary

Table 4.9: Students' opinions about the limitation of applying mind-mapping technique in teaching and learning vocabulary

LIST OF FIGURES

Figure 2.1: Mind-mapping example 1

Figure 2.2: Mind-mapping example 2

Figure 2.3: Mind-mapping example 3

Figure 2.4: Mind-mapping example 4

Figure 2.5: Mind-mapping example 5

Figure 3.1: Illustration of Pretest – Posttest designs

Figure 3.2: Data collection procedure

Figure 4.1: The comparison between scores in post-test 1 of control and experimental group.

Figure 4.2: Comparison between pre-test score and post-test 2 score of experimental group

Figure 4.3: Example 1 of mind-mapping of students in experimental group in the field "CLOTHES"

Figure 4.4: Example 2 of mind-mapping of students in experimental group in the field "CLOTHES"

Figure 4.5: Example 3 of mind-mapping of students in experimental group in the field "ANIMALS"

Figure 4.6: Example 4 of mind-mapping of students in experimental group in the field "ANIMALS"