

ABSTRACT

Knowledge of vocabulary is an essential part of linguistic competence. Many students learn English vocabulary by translation and rote memorisation of vocabulary lists, which can result in the inability to use the words in well-formed sentences and appropriate contexts. Some students may find rote memorisation monotonous. This study examines the effectiveness of using the mind-map learning strategy to extend English vocabulary. Thirty-one elementary school students (15 men and 16 women) from two different elementary schools completed a short test before vocabulary instruction to obtain baseline data. Vocabulary instruction with the use of mind maps learning strategy followed. The recall was measured at the end of the lesson and one to two weeks after vocabulary instruction. A subjective assessment of the mind map learning strategy to learn vocabulary was taken. The results show that the knowledge of vocabulary items improved compared with the baseline. Moreover, students retained similar knowledge even after one to two weeks. New information was moved to the long-term memory of the students. Students were able to recall vocabulary from a medium-term perspective. Subjective assessment of the learning strategy showed that students enjoy learning vocabulary with mind maps more than writing vocabulary lists.