**Review**

The thesis titled "The Impacts of Keyword Mnemonic and Mapping Techniques on L2 Vocabulary Learning and Retention of 6th Graders within a Group Learning Framework" by Flora Keysan, which is quasi-experimental, investigates the impacts of keyword method, concept mapping, and mind mapping on L2 vocabulary comprehension, production, and retention among 6th- grade female Iranian EFL students in a group learning framework. A total of 120 elementary students, aged 11 to 12, from two branches of a well-known language institute in Paveh County, Kermanshah, were chosen utilizing simple cluster sampling. The participants were divided into three experimental groups and one control group. Each experimental group randomly received one of the assigned techniques while the control group had no special treatment instruction

The thesis deals with a significant topic as vocabulary constitutes an essential part of both oral and written forms of knowledge, and because learners utilize autonomous Vocabulary Learning Strategies (VLS) to learn challenging vocabulary across various subjects, doing research on VLS is important as these strategies enable students to internalize and activate new words and use them effectively.

The study seeks to address the following question:

**Are there any significant differences among the effects of the keyword method, concept mapping, and mind mapping on vocabulary comprehension / production/ retention among 6th-grade primary students within a group learning framework?**

The results show that the mind mapping technique proves to be the most effective technique for vocabulary comprehension, production, and retention followed by the concept mapping technique, and then the keyword method.

This is a well-written, and well-organized thesis. It presents the results of original research and makes a valuable contribution to knowledge and understanding of how language learners use vocabulary learning strategies. The results of this paper are particularly important as they show mind mapping strategies are particularly beneficial.

There are 2 questions I would like to ask Miss Flora Keysan:

1. What was the motivation behind choosing this topic for research?
2. What are the practical implications and applications of the findings for language teaching in Iran?

It should be noted that the candidate's Master's thesis exhibits significant distinctions from the Ph.D. dissertation. Notably, the dissertation introduces a novel research area, focusing on the comparative analysis of a mnemonic and two well-established mapping strategies as visual learning methods among primary students, contrasted with a control group. The study employed three distinct one-way ANOVA procedures to assess comprehension, production, and retention. Unlike the Master's thesis, which was conducted in a different educational context, this research was carried out in educational institutes where group learning environments were emphasized, as opposed to individual learning in public schools. The careful attention to participant homogeneity and the calculation of reliability for each of the post-tests enhanced the credibility of the research. Additionally, the standardized post-tests were meticulously designed with visual elements tailored to the specific techniques under investigation.

The dissertation is characterized by a clear and well-structured approach, demonstrating the researcher's serious commitment to the study. I, therefore, recommend that this dissertation be defended, and upon successful defense, the candidate should be awarded the Ph.D. degree.