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Research Article

THE EFFECTS OF MIND MAPPING ON 5TH GRADERS' VOCABULARY LEARNING IN TRAN QUOC TOAN PRIMARY SCHOOL IN DISTRICT 5

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ABSTRACT

This article investigated the impacts of mind mapping on the vocabulary development of fifth-graders at Tran Quoc Toan Primary School. The present study utilized a quasi-experimental design: pretest, posttest control group design. Participants were 68 students divided into two groups: the experimental group (Class 5/4) and the control group (Class 5/2). The experimental group was taught mind mapping techniques while the control group received conventional methods. Before the intervention, a pretest was administered to both groups to ensure that their vocabulary level is similar. Subsequently, an 18-week treatment was implemented. A posttest was conducted after the intervention to examine students' vocabulary. The results of the posttest analysis indicate students in the experimental group improved their vocabulary performance was significantly higher than the ones in the control group. In addition, the data obtained from the questionnaire and interviewsof the experimental group revealed that the participants expressed a positive attitude toward using mind mapping techniques.

Keywords: mind map; primary students; vocabulary learning

1. Introduction

Vocabulary learning becomes even more critical, especially for young learners whose concentration on memorizing vocabulary is not good and lasting. They still have to encounter many obstacles.

First, some students are not long-term vocabulary learners (Dilek & Yürük, 2012). Young learners become bored faster (Rhalmi,2019). After 10 minutes, they lose interest. Primary school students spend 35 minutes to learn 8 words every unit. They are afraid of English because of vocabulary pressure.

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Furthermore, fifth graders need an international certificate to prove their language ability after completing a primary school curriculum. They need to achieve a certain level of vocabulary that demonstrates their English ability. Their vocabulary learning is not maintained because they have not found enough vocabulary learning techniques to attract their attention for a long time.

Students' self-studying practices, however, require improvement. After studying eighty first-year mainstream students, Trinh and Vu (2008) found that most students were unsatisfied with their vocabulary acquisition techniques. When studying vocabulary, many students list new words and their Vietnamese equivalents or use a bilingual dictionary to find new words without context. To pass tests, they often neglect comprehension. It suggests that lexical activities have not been widely used in language acquisition. Although some people prefer studying English, they often forget terminology well enough to utilize them in everyday settings. As a result, people can't even speak simple sentences.

The next difficulty, the time available for teaching vocabulary is restricted. Grammatical structures have traditionally received far more attention than introducing new words to students. The teacher gets one to two 35-minute periods to teach grammar, but he or she only has one 35-minute period to teach vocabulary.

The teaching method also affects vocabulary learning. The teacher must quickly explain form, meaning, and use. They write new words on paper and passively learn them. Daily term learning bores students. Because students have to be taught to use these phrases in context, students only remember them for a few lessons before forgetting them.

Finally, students require greater daily activity (Nguyen, 2015). They realize that without repetition, they cannot remember the sentences. They need to use these lexical components elsewhere. In recent years, researchers and material designers have become more aware of language acquisition challenges and have provided students ways to acquire vocabulary more effectively.

The arguments above raise relevant issues. Pictures, films, videos, and translations can help students learn and retain language. Mind mapping improves creativity, learning, and memory. Buzan (1993, p.1) calls mind mapping "a powerful pictorial approach giving a universal key to unlock the brain's potential." This method mimics our cognitive process of switching issues and sides. Like the brain, it captures information through symbols, visuals, emotional meaning, and colors (Effendi, 2004, p.8). Memory sensory helps learn vocabulary. Students must balance left and right brain use. Students need to think clearly. Right brain creativity and imagery. Logical thinking is the left brain. Mind mapping unites them. It engages creative and rational brains. Vocabulary growth requires labeling and categorization, according to Thornbury (2002, p.18). Mind mapping helps pupils learn vocabulary words easily. Mind mapping enhances learning, analysis, and relationships (Budd, 2004, pp.4-7). These memory methods help retain vocabulary.

Researchers have studied mind mapping. This researcher is unaware of a mind map vocabulary study for Vietnamese primary school children. The researcher conducted this study, "The effects of mind mapping on 5th graders' vocabulary learning in Tran Quoc Toan Primary School in District 5," to help students improve their vocabulary competence, become interested in learning, and remember it better.

To accomplish the goal, the study explores the two research questions concerning students' vocabulary learning and views toward the use of mind mapping in vocabulary learning

1/ To what extent does mind mapping improve 5th-grade students' vocabulary at Tran Quoc Toan Primary School?

2/ What are students' attitudes towards mind mapping techniques?

2. Literature review

2.1. Mind mapping

Buzan originally invented mind mapping in the late 1960s. According to Jonassen, Carr, and Yueh (1998, p. 24), it was also referred to as "semantic networking" and "concept maps" at the time. Krasnic (2012, p. 37) has listed all of the most prevalent alternative terms for visual mapping, including "mind mapping," "concept-mapping," "flow-charting," "visual-thinking" or "visualization," "spider-diagramming," "memory-mapping," "semantic-mapping," and "thought-webbing." Now, researchers describe mind mapping in a variety of ways.

Four types of mind mapping are distinguished by Trianto (2009, as cited in Effendi, 2004, pp.10-11): (1) network-tree, (2) event-chain, (3) cycle-concept map, and (4) spider-concept map.

(1) *Network-tree*: It comprises of primary concepts expressed in rectangles based on hierarchical structure; the link between concepts and words is shown by lines on the map.

(2) *Event-chain*: Designed to automatically describe ideas in an order, a series of occurrences, or the phases of a technique or process.

(3) *Cycle-concept maps*: This is a specific sort of event-chain map in which the sequence of events repeats without reaching a conclusion.

(4) *Spider concept map*: The central idea is shown and it is often used for "brainstorming." The sub-ideas pertain to the main concept, but they are not arranged hierarchically and are not always connected to one another. They are the fruits of idea sharing.

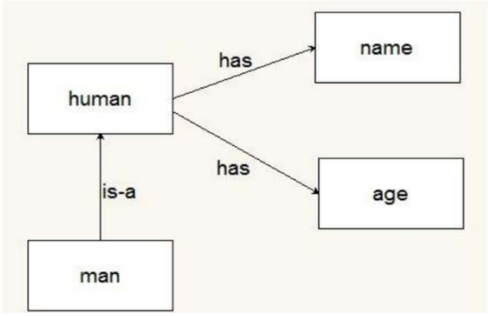

Figure 1. *An example of network-tree*

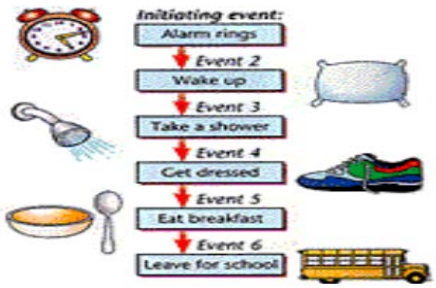

Figure 2. *An example of event-chain*

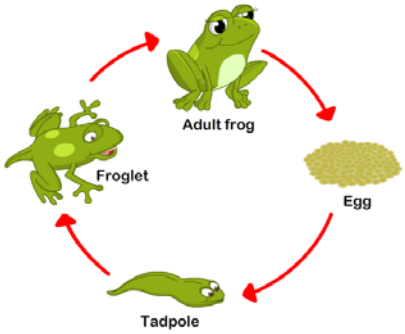

Figure 3. *An example of cycle-concept map*

Figure 4. *An example of spider concept map*

All mind mappings have a similar characteristic. Five fundamental qualities control mind mapping. The principal is the center picture, often known as the central concept. Secondly, some branches radiate sub-ideas from the core concept. The key image is written on the branch and then signifies the sub-idea. Fourthly, twigs are secondary ideas that have deviated from the core mental process. All the branches converge to create a nodal structure, which represents the conceptualizing matrix of the same thought in the brain. With these traits, mind mapping becomes an excellent tool for language learners.

2.2. Vocabulary learning

Learning a language requires vocabulary. Every foreign language student, even English, must have a strong vocabulary. English proficiency begins with vocabulary. Vocabulary-deficient learners will struggle to learn English. Due to a lack of vocabulary, individuals cannot express their ideas adequately and cannot understand the professor since they don't understand the terminology. They also struggle with English literature, newspapers, magazines, radio, and TV. Thus, learning a foreign language, especially English, requires a big vocabulary.

Their introduction, Richard and Renandya (2002, p.255) noted that vocabulary is essential to language proficiency and helps pupils talk, listen, read, and write. Hornby (as cited in Advanced Students' Dictionary of Current English, 1989, p.142) defined vocabulary as the total number of words a person knows or uses for a certain book, subject, or word test.

2.3. Attitude towards vocabualry learning

The word *actus* is the Latin word of attitude (Navarro-Villarreal, 2011). Attitude is the most crucial aspect of language acquisition. Oroujlou and Vahedi (2011) recommend a positive outlook on learning. A cheerful and passionate mindset makes learning easier, and time passes faster. Kachoub (2010) says bilinguals might have numerous attitudes. A desire to study shows one's mindset. Sonmez (1994) defined attitude correctly: "Attitude is a product of all life experiences" (retrieved from Inal, Evin, and Saracalolu, 2000, p. 40).

Language learning attitude is a person's outlook on their language learning attempts. Attitude is a person's tendency to respond positively or negatively to anything—an idea, an object, a person, or a situation. EFL learners' attitudes have been studied. A positive learning attitude leads to positive results (Wang, 2010). Brown (2000) reviewed several studies on attitudes and language acquisition. He found that a positive attitude toward language learning improves language acquisition. A negative learning attitude also causes language acquisition failure (Holmes, 1992; Karahan, 2008). If so, teachers should work to improve students' learning attitudes to increase their chances of success (Mantle-Bromley, 1995).

3. Methedology

The purpose of this study was to investigate the effectiveness of mind mapping on fifth graders' vocabulary acquisition and their attitudes toward its use in the classroom. Because the researcher could not arbitrarily assign individuals to the experimental and control groups, a quasi-experimental design was used. In order to clarify the two study objectives, the researcher used three data-gathering instruments: vocabulary tests, a questionnaire, and an interview to obtain an in-depth understanding.

3.1. The research site

The Tran Quoc Toan Primary School in Ho Chi Minh City, Vietnam, was the site of this study. After receiving permission from the principal of Tran Quoc Toan Primary School and the parents of the students to conduct the research, the researcher conducted the study by collecting data from fifth-grade students.

3.2. Participants

The study participants were 68 students aged 10 in the two classes of 5/2 and 5/4 of the academic 2022-2023. Class 5/2, which learned with the traditional teaching techniques, was the control group, and Class 5/4, under mind mapping treatment, was the experimental group.

3.3. Research instruments

This research obtained quantitative data by pretest, posttest, questionnaire and interview. Oxford University Press's Family and Friends Special Edition Expansion Portfolio vocabulary exams were used to ensure the validity and reliability of the tests. The mind mapping intervention was tested for 18 weeks.

The second instrument was the questionnaire adopted from Do (2015). The questionnaire consisted of 15 items with a four-point scale: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree and organized into three themes: (1) students' advantages in learning vocabulary by using mind mappings (items 1-9), (2) their disadvantages in learning vocabulary with mind mapping (items 10-13), and (3) their fondness in the future about using mind mappings in learning vocabulary (items 14 and 15).

The third instrument used in this study was interview. The purpose of the qualitative data was to obtain insight into the student's attitude. Because primary students were still young and afraid of an face-to-face interview with teachers, the researchers applied an indirect form through a paper-based format. The researcher collected 34 reponses from the paper interviews.

3.4. Data analysis

In this study, the quatitative data was collected through pretest, posttest and a questionnaire. Statistical Package for Social Science (SPSS), version 26 was used to analyze the data. The researcher used an independent two-sample test to evaluate the differences of means in students' vocabulary learning with mind mapping between two classes, one applied with the treatment and one applied with conventional techniques. In addition, a paired samples test was employed to investigate the statictically significance in each class. For the datat analysis of questionnaire, to determine the reliability or internal consistency of the responses to the questionnaire items, the researcher utilized Cronbach's Alpha for the items contained within the questionnaire. The following table displays the Cronbach's Alpha results obtained using SPSS version 26 for the assessment.

Table 1. *Reliability statistics*

Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**N of Items**
.785	.773	15

The Cronbach's Alpha values for the questionnaire (with 15 items) is .785, respectively, above .70. Nunnally (1978) established that a Cronbach's alpha coefficient of 0.70 or higher indicates acceptable reliability or internal consistency of a survey questionnaire. Thus, the findings mentioned above demonstrate the reliability of the second questionnaire instrument. Additionaly, after finishing the tests, the students were received a questionnaire related to their attitudes toward learning vocabulary with mind mapping. There are three subscales in the questionnaire which is the importance of mind mapping in vocabualry learning.

The qualitative data was to gather an insight the students' attitude, and there were 4 questions of the intervew. MaxQDA, version 2020 was applied to code and analyze the themes from the students' reponses.

3.5. Findings

3.5.1. The effects of mind mapping on students' vocabulary learning pretest

Table 2 displays the result of independent t-test for pretest on students' vocabulary learning.

Table 2. *Independent Samples Test Results on Pretest*

Test Statistics[a]	
	PRETEST
Mann-Whitney U	478.500
Wilcoxon W	1073.500
Z	-1.229
Asymp. Sig. (2-tailed)	.219
a. Grouping Variable: CLASS	

As shown in Table 2, the sig. (2-tailed) value of the test was .219, higher than .05. Therefore, the differences in vocabulary of both groups were not statistically significant.

3.5.2. The effects of mind mapping on students' vocabulary learning posttest

Table 3 illustrates the result of independent t-test for posttest on students' vocabulary learning.

Table 3. *Independent Samples Test Results on Posttest*

Test Statistics[a]	
	POSTTEST
Mann-Whitney U	290.000
Wilcoxon W	885.000
Z	-3.585
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: CLASS	

As shown in Table 3, the sig. (2-tailed) value of the test was .000, < .05. Consequently, A significant difference was found in the mean scores of the posttest in both groups.

3.5.3. The effects of mind mapping on students' vocabulary learning tests in experimental group

Table 4 shows the calculations of the tests in experimental group.

Table 4. *Experimental Group Paired Samples Test*

Test Statistics[a]	
	POSTTEST- PRETEST
Z	-4.208[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

As illustrated in Table 4, the sig. (2-tailed) value of the test was .000, lower than .05. Thus, the difference in vocabulary of experimental group was statistic significant.

3.5.4. The effects of mind mapping on students' vocabulary learning tests in control group

Table 5 illustrates the calculations of the tests in control group.

Table 5. *Control Group Paired Sample Test*

Test Statistics[a]	
	POSTTEST-PRETEST
Z	-.093[b]
Asymp. Sig. (2-tailed)	.926
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

As illustrated in Table 5, the sig. (2-tailed) was .926, higher than .05. Therefore, no significant difference was found in the mean scores of tests in control group.

3.5.5. Students' attitudes on vocabulary learning with mind mapping

- **Results from the questionnaire**

The questionnaire were administered to 34 students of the experimental group after the treatment.

First, Table 6 presents the results of students' positive attitudes toward using mind mapping in vocabulary learning.

Table 6. *Students' advantages in learning vocabulary with mind mapping*

Items	**Statements**		**SD**	**D**	**A**	**SA**
1	Mind mapping can help students create an active learning atmosphere	n (%)			12 35.29	22 64.71
2	Mind mapping can help students remember the lessons faster and easier	n (%)		2 5.88	14 41.18	18 52.94
3	Mind mapping can help students feel comfortable	n (%)	2 5.88	3 8.82	10 29.41	19 55.88
4	Mind mapping can help students be a learner center	n (%)	2 5.88	3 8.82	10 29.41	19 55.88
5	Mind mapping can help students know different and more exciting methods to practice	n (%)	2 5.88		6 17.65	26 76.47

6	Mind mapping can help students learn the lesson better	n		2	10	22
		(%)		5.88	29.41	64.71
7	Mind mapping can help students remember vocabulary longer	n		5	14	15
		(%)		14.71	41.18	44.12
8	Mind mapping can help students be able to discuss with other students	n	1	1	10	22
		(%)	2.94	2.94	29.41	64.71
9	Mind mapping can help students develop their creativity	n			7	27
		(%)			20.59	79.41

Table 6 illustrates the significant benefits that all students believed the mind mapping provided. In addition, from 12 (35.29%) to 14 (41.18%) of students agreed that they achieved a lot of advantages when learning vocabulary with mind mapping. The percentage of students strongly agreeing with the benefits of mind mapping in learning vocabulary was between 15 (44.12%) and 26 (76.47%). In other words, the proportion was from 1 (2.94%) to 3 (8.82%) of students disagreeing the advantages which the mind mapping provided in learning vocabulary. Lastly, the proportion was between 1 (2.94%) and 2 (5.88%) of students strongly disagreeing the benefits of mind mapping in learning vocabulary.

Second, table 7 demonstrates the challenges that the students encountered in learning vocabulary with mind mapping.

Table 7. *The students' disadvantages in learning vocabulary with mind mapping*

Items	Statements		SD	D	A	SA
10	Students are bored when learning vocabulary by using mind mapping	n	15	7	5	7
		(%)	44.12	20.59	14.71	20.59
11	Mind mapping is waste of time to learn vocabulary.	n	18	5	2	9
		(%)	52.94	14.71	5.88	26.47
12	Students are difficulty in remembering a word with mind mapping.	n	13	4	5	12
		(%)	38.24	11.76	14.71	35.29
13	Students sometimes have difficulties in making a good mind map.	n	8	6	11	9
		(%)	23.53	17.65	32.35	26.47

Table 7 shows that some students had difficulties when they learned vocabulary with mind mapping. Additionally, the number of students agreeing with the advantages of mind mapping in learning vocabulary was from 2 students (5.88%) to 11 students (32.35%). Furthermore, the amount of students strongly agreeing with using mind mapping in learning vocabulary was between 7 (20.59%) and 12 (35.29%). In other words, from 4 (11.76%) to 7

(20.59%) of students disagreed with the shortcomings of using mind mapping in learning vocabulary. Last, between 8 (23.53%) and 18 (52.94%) of students strongly disagreed with the drawbacks in learning vocabulary with mind mapping.

Finally, table 8 illustrates the students' desires in the future about using ming mapping in learning vocabulary.

Table 8. *The students' fondness in the future about using mind mapping in learning vocabulary*

Items	Statements		SD	D	A	SA
14	Students would like to learn vocabulary by using mind mapping in the future.	n	3	1	7	23
		(%)	8.82	2.94	20.59	67.65
15	Students would like to learn writing a short paragraph by using mind mapping in the future.	n	3	5	13	13
		(%)	8.82	14.71	38.24	38.24

As shown in Table 8, all students were eager to learn vocabulary with mind mapping. For Item 14, the number of students agreeing was 13 (38.24%) and 23 (67.65%) while of ones strongly agreeing was 7 (20.59%) and 13 (38.24%). In other words, the amount of students disagreeing was 1 (2.94%) and 5 (14.71%) while of one strongly disagreeing was 3 (8.82%).

- **Results from interviews**

In the first question, the teacher asked the students to write the definition of a mind map, so they defined their understanding after learning. Approximately 2/3 of the class (22 students) wrote the mind map definition. Students wrote the definitions below.

"A mind map has lines, boxes, pictures, and words." (S2)

"A mind map is created from lines, boxes, pictures, and words." (S4)

"It is a map with some boxes, lines, and pictures." (S14)

In other words, about half of the remaining students (7/12 students) wrote the answer simply by repeating the name of the technique they learned, specifically as follows.

"a mind map" (S1)

"I only know that it is named mind-mapping" (S7)

"It is just a map." (S12)

In addition, one-third of the remaining students did not understand the content of the question clearly, so they wrote the purpose of the mind mapping in the interview.

"A mind map is a map which we can create ourselves to make it easier and faster in remembering vocabulary." (S3)

"It is a kind of diagram to learn words." (S9)

"A mind map is known as a map helps us remember much vocabulary, but it is time-consuming when drawing mind maps." (S34)

Finally, only one student did not know the definition of a mind map, so he wrote below.

"I do not know" (S13)

In the second question, the teacher expected to know how students feel about mind map techniques in vocabulary learning. Most students (33/34) showed a positive feeling toward learning vocabulary with mind mapping. Some of the sentences below were received from students.

"I think for a child who does not like English vocabulary like me, but using a mind map, I like it very much because it helps me remember vocabulary and enjoy learning English more." (S1)

"I feel a bit happy because I do not make it as well as "people's children" do, but I ignore it because mind-mapping helps me remember vocabulary." (S11)

"Mind-mapping is fun and useful." (S15)

However, a student felt dissatisfied learning vocabulary with mind maps because the techniques wasted his time.

"I do not like using mind-mapping because it is time-consuming." (S12)

In the third question, most students noticed an improvement in their use of mind mapping, but some still experienced difficulties. Thirty-four students responded to the benefits of learning vocabulary with mind mapping. The answers are shown below.

"The good things of mind-mapping are: It is very creative. We have many options when making mind maps." (S10)

"It helps me to remember vocabulary easier, faster, and longer." (S14)

"Mind mapping has the advantage of remembering vocabulary about spelling, pronunciation, and usage. You can create a mind map by yourself to learn vocabulary more simply." (S29)

In contrast, more than half of the students had difficulties using mind mapping in learning vocabulary. They expressed their difficulties in the interview writing papers below.

"The disadvantage is difficult because I am not good at drawing." (S8)

"It is time-consuming." (S12)

"Sometimes I feel stressed because I do not finish the diagram in class." (S15)

The last question was designed to determine whether or not the students want to continue learning via mind mapping. More than ninety percent of students in the class were interested in mind mapping. Those students wrote on the paper below.

"Yes. I like the mind-maps because they have beautiful pictures and easy-to-remember vocabulary." (S1)

"Yes. I want to use mind-mapping in writing." (S15)

"Yes. I want to use mind-mapping to write a short paragraph." (S18)

However, the other three students answered the question superficially because they did not clearly state their desire to learn vocabulary with mind mapping. They just answered:

"Sometimes" (S9, S12, S13).

3.6. Discussion

Learning vocabulary is a challenge to the 5th-grade students because they need a technique to help them to learn vocabulary effectively and practically. Therefore, this study is to find the impacts of mind mapping on the 5th-grade students' vocabulary learning. through two research questions: The first question about the effects that the 5th-graders achieved in learning vocabulary with mind mapping and the second one about the students' attitudes toward mind mapping in learning vocabulary. As the purpose of this study, a quasi-experimental design was used because the researcher could not randomly assign individuals to the experimental and control groups. Three instruments were used to collect data in this study, such as, vocabulary tests, a questionnaire and interviews. After analyzing the collected data from the instruments, the researcher is to interpret and explain the data to identify potential solutions to the research questions.

The analysis identifies pretest and posttest as key factors in the results of the first research question. In order to establish the validity of the study's findings, both groups underwent a pretest prior to any other interventions. The significance level (two-tailed) indicated in table 2 was .219, which was greater than alpha level of .05. The results suggest that there was no statistically significant difference in the mean scores on the pretest between the two groups prior to the implementation of the treatment. Moreover, the experimental group exhibited a minimum posttest score of 25, whereas the control group demonstrated a minimum posttest score of 15. The two-tailed Assym.Sig. value of .000 was found to be less than the alpha level of .05, as presented in Table 3. The findings of this study provide strong evidence that the experimental group exhibited superior performance compared to the control group. The results clearly indicate that the using of mind mapping techniques had a positive impact on the vocabulary learning of the students. In conclusion, the findings of the research indicate that the experimental group outperformed the control group in both the pretest and posttest. This suggests that the implementation of mind mapping techniques had a beneficial impact on the vocabulary acquisition of students.

The questionnaire and interview revealed an improvement in the students' attitudes about learning vocabulary. Students were more confident in their ability to memorize new words after using mind mapping. When vocabulary was taught through mind mapping, they did not experience boredom. In addition, they discovered that mind mapping was an effective instrument for overcoming their resistance to learning new words. They agreed that mind mapping may help them establish an atmosphere where they could feel comfortable, become learner-centered, and enthusiastically practice the lesson. Students also got opportunity to debate how to create mind maps with their peers, which enhanced their creativity. Hence,

students were able to absorb techniques more effectively and recall words for longer, more quickly, and more effortlessly. Considering these advantages, as shown in their survey replies, they planned to continue learning using the mind mapping technique. In addition, they could write a short paragraph via mind mapping. In brief, the results from questionnaire and interview proved that mind mapping the students' attitudes toward vocabulary learning.

4. Conclusion

The research was conducted at the Tran Quoc Toan primary school with 64 experimental and control participants to address the two research questions. The first research query investigated whether mind mapping was effective for acquiring English vocabulary. The second objective was to determine how students felt about using this technique. For the first research questions, the experimental group improved their vocabulary learning more than the control group following 18 weeks of treatment in which mind mapping was implemented. The results indicated that the use of mind mapping in vocabulary learning and instruction positively affected fifth-grade students' vocabulary learning. The second research question was answered by the questionnaire and interview administered to the experimental group after mind mapping was used to teach vocabulary. Mind mapping has been shown to positively impact the experimental group's fifth grade students' vocabulary learning. Most fifth-grade students in the experimental group held the same opinion regarding using mind maps in vocabulary lessons.

❖ ***Conflict of Interest:*** *Author have no conflict of interest to declare.*

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CÁC ẢNH HƯỞNG CỦA KĨ THUẬT SƠ ĐỒ TƯ DUY ĐỐI VỚI VIỆC HỌC TỪ VỰNG CỦA HỌC SINH LỚP 5 Ở TRƯỜNG TIỂU HỌC TRẦN QUỐC TOẢN, QUẬN 5

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TÓM TẮT

Bài viết này tìm hiểu các ảnh hưởng của kĩ thuật sơ đồ tư duy đến sự phát triển vốn từ của học sinh lớp 5 tại Trường Tiểu học Trần Quốc Toản. Nghiên cứu sử dụng một thiết kế bán thử nghiệm: thiết kế nhóm đối chứng và nhóm thực nghiệm. Đối tượng tham gia là 68 học sinh được chia thành 2 nhóm: nhóm thực nghiệm (lớp 5/4) và nhóm đối chứng (lớp 5/2). Nhóm thực nghiệm được dạy các kĩ thuật sơ đồ tư duy, trong khi nhóm đối chứng nhận các phương pháp thông thường. Trước khi can thiệp, một bài kiểm tra được thực hiện cho cả hai nhóm để đảm bảo sự bình đẳng trong việc học từ vựng. Tiếp theo, thực nghiệm kéo dài 18 tuần được thực hiện. Một bài kiểm tra được tiến hành sau thực nghiệm để kiểm tra vốn từ vựng của học sinh. Kết quả phân tích sau kiểm tra cho thấy sự khác biệt có ý nghĩa thống kê trong việc tiếp thu kiến thức từ vựng giữa nhóm thực nghiệm - những người được hướng dẫn thông qua kĩ thuật sơ đồ tư duy, và nhóm đối chứng - những người được hướng dẫn bằng các phương pháp thông thường. Ngoài ra, dữ liệu thu được từ bảng câu hỏi và trả lời phỏng vấn của nhóm thực nghiệm cho thấy những người tham gia thể hiện thái độ tích cực đối với việc sử dụng các kĩ thuật sơ đồ tư duy.

Keywords: kĩ thuật sơ đồ tư duy; học sinh tiểu học; việc học từ vựng