EFL Teachers’ Perception of Implementation of Mind-Mapping for Enhancing Learning Engagement

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Abstract — The research design used in this study is a mix-methods research approach. A sample of 74 EFL teachers was selected randomly from the foreign language centers of Can Tho city. This study employed two major instruments to explore the above-mentioned. (1) The questionnaire was administered to find out EFL teachers’ perception towards the implementation of mind mapping for enhancing learning engagement. Then, (2) semi-structured interview was conducted to explore the common mind mapping strategies used in EFL classes for enhancing learning engagement. The data collected from the questionnaire was analyzed by using SPSS software. The study reveals that EFL teachers have positive attitudes toward the implementation of mind mapping for enhancing learning engagement. Putting the mind-mapping method in teaching in foreign language is necessary to promote the spirit of self-directed, active, creative learning and a scientific knowledge system for learners. Innovating teaching methods with open mind-mapping allows learners to research and solve their questions and difficulties in understanding and analysis.

Keywords — Mind-mapping, learning engagement

I. INTRODUCTION

English plays an important role in primal speech. Everyone in the world uses English as a tool and system to communicate with each other simply. In education, English is significant for students to comprehend and master it. In order to do that, “pedagogy should at its best be about what teachers do that not only help students to learn but actively strengthens their capacity to learn.” David Hargeaves, Learning for Life, 2004, p.27. In recent years, the goals of learning English language have been changed. There has been an alteration of emphasis from passive learning to developing active learning. In other words, teachers’ role is to enhance learners’ leaning engagement and motivation. It implies that learners need to learn to use English, not learn to study.

However, in the context of teaching and learning English in Viet Nam in general and in Can Tho city in particular, the English language learning and teaching are depended primarily on textbooks. Depending on the textbook in English leads to the lack of language input and English environment for learners. The learners are even given sample dialogues to work with their friends in the form of communication on a regular basis or they are asked to read the sample passages to do exercise in English class. Learning occurs in organized contexts in which memorizing is crucial. This might cause difficulty for learners’ engagement in learning English. In addition, many teachers complain that learners are afraid to participate in activities in English class. Some learners even avoid answering the teachers’ question. According to Tusi (1995) cited by Liang (2002), learners have a tendency of being afraid to express in the target language for fear of making mistakes because making mistakes and being corrected by teacher are threatening. Speech to the whole class is often a threatening experience to most learners. Even some of the learners are still confused or in the need of further explanation, they tend to keep silent when giving the chance to clarify their confusion (Wei, 1997). Another factor contributing to learners’ silence is their anxiety, which they carry into the language classroom. The emotions of discomfort and apprehension would be aggravated with the fear of losing face when using English in correctly inhibited the EFL learners in English classroom. Moreover, learners feel bored with learning English because they find that learning English is very difficult for them. The formal atmosphere of the classroom might make learners hesitate and discourage them to participate in English class. The formal classroom atmosphere may cause learners to hesitate and inhibit them from participating and engagement in English class. Also, the
difficult topics in textbook and traditional teaching methods may prevent learner’s creativity and excitement. In short, these reasons above may decrease learners’ learning engagement in English class.

During the last decade, a large number of educational researchers have focused on one of the most essential elements: learning engagement. Learning engagement is an important prerequisite for learning process and vital to academic achievement. In addition, pedagogy must evolve together with the times; however, students may lose motivation and interest if teachers continue to teach topics and skills that they believe are irrelevant and unusable in the real world (Cubeles & Riu, 2016; Ernst & Moye, 2013; Chuang et al., 2015). Disengaged students are more likely to experience difficulties academically and are at higher risk of dropping out of school (Fredricks, Blumenfeld, & Paris, 2004). While students are considered as being responsible for their own knowledge construction, learning is also seen as being dependent on institutions and staff providing conditions that encourage student participation. Moreover, learning engagement is also dependent on interaction, appropriate pacing, instructional clarity, and a balance of activities that enhance the learning outcomes, development, and the performance of students.

The real situation requires teachers to find out an approach, method or strategy in order to improve learning engagement in learning English. In fact, teachers of young learners often try to find direction on how best to engage and motivate their students. As noted by Copland and Garton (2014), many training manuals for teachers of young language learners offer concrete suggestions for instruction, but may still lack empirical classroom-based analysis of the efficacy of these practices and the principle behind them. Studies have indicated the importance of classroom teaching to improving students’ motivation to learn the language (Nikolov, 1999), but these have not identified theoretically unified principles for organizing instruction. A key point to note is that ideas such as motivation and engagement may be very difficult to separate from the classroom context in which they occur (Brophy, 2010). There are many ways to increase learning engagement, and one of them is using mind-mapping techniques. According to Indah (2010), each feature of the mind map has its own benefit to the learners. Teachers may change their instruction, engage learners, and accommodate them of various skill levels by incorporating mind-mapping into English classrooms.

II. LITERATURE REVIEW

A. Definition of mind-mapping

Mind-mapping is known as diagrams that are constructed from visuals and/or words with lines to show the relationship between the main concept (image) with its components or attributes in a radial and graphical manner (Buzan, 1991 cited in Nada et al., 2008 and Goldberg, 2004). In the simplest sense, mind-mapping is a visual tool for organizing information. They are used for storing, processing, organizing and presenting information graphically. Mind-mapping can exercise learners’ mind in the application process, which helps learners to achieve the purpose of jointly developing the left and right brain, improving thinking ability of learners’ mind as well as enhancing their learning efficiency (Farrand, 2012). So they can help learners of all ages think and learn more effectively (Nada et al., 2008).

Mind-mapping instruction is now explained in a variety of ways by researchers. According to Heimlich and Pittelman (1986), mind-mapping is one type of a graphic organizer that “helps learners visually organize and graphically show the relationship”. Antonacci (1991) has adopted a similar opinion to those of Heimlich and Pittelman who asserted that it symbolically represents knowledge visually and shows a picture of conceptual relationships. Buzan, T. And Buzan, B. (1993) depict a mind-mapping as a skeleton in which ideas and pictures are constructed from a central concept. Besides, Azlinda (2008) describes that mind-mapping is one of the techniques that can be used to organize and represent knowledge that includes ideas, which are often included in circles or squares, and lines of concepts. In addition, Budd (2004) declares that the mind-mapping is a graphic organizer in which the main genres emanate from a central image and the smaller genres are described as larger branches.

Buzan takes note of three laws for mind-mapping including emphasis, association, and clarity. Specifically, beginning with a center image, add elements like lines, print, and images in an organized manner to create a mind-mapping. Moreover, colours codes and arrows should be added to show associations. In addition, words in the map should be printed upright and in uppercase for clarity. Furthermore, central lines should be thicker
Learners can use mind-mapping techniques to draw or write ideas related to the topic that they have in their brains. They could produce or develop new ideas. Also, learners could discover the best ideas that can be used by them. For example, the topic is about animal habitats, learners focus on only the main concept that is animal habitats. Then, they generate major ideas such as desert, tundra and tropical rain forest that would be related to the topic. In addition, idea branches would be created from major ideas in detail.

**B. Definition of learning engagement**

Over the last two decades, there has been an increase in interest in learning engagement, despite significant differences in how it has been defined and measured. Learning engagement is still a nebulous concept, with researchers using confusing or contradictory concepts to produce similarly nebulous measurements. At present, no definition for learning engagement is universally accepted. Astin (1985) initially postulated learning engagement as composed of physical and mental energy, being situation-specific, and including quantitative and qualitative components. Nearly a decade later, Astins’ research of college students identified learning engagement as being significantly strengthened through academic involvement, involvement with faculty, and involvement with student peer groups (Astin, 1993 & Feldman, 1994). Learning engagement is also defined as a meaningful collaboration throughout the learning environment that should emphasize the correlation between learners and teachers, classmates, institutions, instruction, syllabus, and curriculum (Bui et at., 2021). According to Kuh (2001), learning engagement refers to the time and effort that learners invest in studies and other activities that lead to learners’ success. His definition gave rise to the National Survey of Students Engagement (NSSE). The NSSE assesses how engaged learners are in research and activities that lead to learners' success. His definition gave rise to the National Survey of Students Engagement (NSSE). The NSSE assesses what they derive from their higher education experience (Wolf-Wendel et al., 2009). The NSSE benchmarks five clusters of activities indicating learning engagement, including level of academic challenge, a supportive campus environment, enriching educational experiences, learners-faculty interaction, and active and collaborative learning (Robinson & Hullinger, 2008).

In a review of the literature on learning engagement, Fredrick, Blumenfeld & Paris (2004) propose that learning engagement has multiple dimensions: behavioral, emotional, and cognitive.

- Cognitive engagement, defined by Fredricks, Blumenfeld & Paris (2004), is evidence of how much learners devote time, effort, and energy into learning processes. It is also defined as the learners’ level of investment in learning; it includes being thoughtful and purposeful in the approach to school tasks and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills (Fredricks, Blumenfeld & Paris 2004). Helme & Clarke (2001) identified a range of indicators of cognitive engagement in collaborative activities, including questioning, completing peer utterances; exchanging ideas, making evaluative comments; giving directions, explanations, or information; justifying an argument; and making gestures and facial expressions.

- Emotional engagement is one of the key components of learning engagement. Skinner, Kindermann & Furrer (2009) defined emotional engagement as motivated involvement during learning activities, and they identified enthusiasm, interest, and enjoyment as key indicators of emotional engagement, and at the other end of the scale, anxiety, frustration, and boredom as indicators of negative emotional engagement (disaffection).

- Behavioral engagement is typically described simply in terms of time on task or participation. Thus being “on-task” is synonymous with behavioral engagement. The meaning of participation as a means of assessing student performance. Participation is often discussed in relation to five distinct elements: preparation, contribution to discussion, group skills, communication skills and attendance (Dancer and Kamvounias, 2005).

**C. Related previous studies**

To support the effectiveness of using mind-mapping in an English classroom, Milyukov & Buran (2015) conducted Mind-Mapping Technique in Language Learning. 50 sophomore students participated in the experiment. This study employed an experimental research approach. The results of this study showed that mind-mapping helped students to solve problems, brainstorm ideas, remember new vocabulary, take notes, enhance their reading skills, organize the tasks and prepare presentations. This study also concluded that the
mind-mapping technique invented in the XX century is considered to be up-to-date, creative, useful and an available tool for students, educators and researchers.

The second research was conducted by Brett, Chloe & Jennifer (2012). The objective of this research is to examine how students’ motivation differed when they participated in three different types of mind-mapping activities: one activity that was completed individually outside of class time, one that was completed individually in class with the instructor available for help, and one that was completed individually with other students and the instructor available for help. Participants included 40 undergraduate students enrolled in an educational psychology course at a U.S university. To achieve the goals of this study, researchers implemented a concurrent mixed methods design using identical samples whereby the quantitative component was dominant over the qualitative component (Onwuegbuzie, & Collins, 2007). The findings from this study indicated that there were not average differences in students’ perceptions across three different socially mediated mapping activities. However, students have a variety of beliefs about the activities and what they can learn from them. Given the differences in students’ rankings of the mapping activities, it appears that an instructor can not satisfy all students’ learning preferences with the same mapping activity.

Furthermore, Catharyn, Annie & Leanna (2016) investigated Exploring the Use of Interactive Digital storytelling Video: Promoting Students Engagement and Learning in a University Hybrid Course. This study employed a mixed method approach. The participants included 223 students of two cohorts. The results of the survey indicated that students believed interactive digital stories supported engagement, scaffolded learning, and increased learning gains, but did not increase accountability.

Fourthly, Maura Pilotti et al., (2017) investigated Factors Related to Cognitive, Emotional, and Behavioral Engagement in the Online Asynchronous Classroom. Three hundred and four online asynchronous classes ranging in size from 2 to 31 students were selected for the study, resulting in 4,639 students and 304 instructors. Quantitative analyses on conduct exhibited by instructors and students in discussion forums from 303 online classrooms in a variety of disciplines revealed a positive association of students’ cognitive engagement and instructors’ behavioral engagement with the depth of the discussion prompts. The result showed that both cognitive and behavioral measures of students’ engagement decreased with increased class size. For instructors, as class size increased, behavioral engagement decreased, and cognitive engagement increased. Grades improved with students’ emotional engagement but declined with instructors’ cognitive engagement.

III. RESEARCH METHODOLOGY

A. Research design

Because this study aimed at exploring the common mind-mapping strategies, as an independent variable, is used in EFL classes, as a dependent variable, in terms of the learning engagement and teachers’ perception of the implementation of mind-mapping for enhancing learning engagement. The research design used in this study is a mix-methods research approach in order to guarantee that the data collected to answer the two research questions are sufficient and reliable. According to Creswell (2012), mixed-method design is defined as a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. The researcher selected this method because the use of both methods provides a more complete understanding of research problems than does the use of either approach alone. In addition, mixed-method research can help to clarify and explain relationships found to exist between variables. The researcher worked on two tools for data collection: questionnaire and interviews. In current research, a quantitative approach was applied to find out teachers’ perception towards the implementation of mind-mapping for enhancing learning engagement. Additionally, a qualitative approach was utilized to explore the common mind mapping strategies used in EFL classes. The combination of those methods was intended to validate the data through triangulation and provide more specific information about EFL teachers’ perceptions and practices of using mind-mapping for enhancing learning engagement.

B. Participant

The study involved 75 EFL teachers who were randomly selected at foreign language centers in Can Tho city. All of the participants got C1 of Vstep level and 6.0 IELTS. Therefore, they were supposed to have sufficient English proficiency and knowledge and skills of teaching English. Fourteen teachers have less than five years of teaching experience, eighteen teachers have from five to ten years of teaching experience and
seventeen teachers have more than ten years of teaching experience at time of investigation. About years of being an English teacher in the language center, there are forty six teachers who have less than five years of teaching experience, fifteen teachers have from five to ten years of teaching experience and fourteen teachers have more than ten years of teaching experience. The number of males and females is different. According to the demographic questionnaires, there were fifty females (66.7%) and 25 males (33.3%). As displayed in the Table, teachers with less than five years of being an English teacher in the language center formed the largest group of participants with 61.3%.

### Table 1: The years of teaching experience and years of being an English teacher in language center

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>33.3</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>66.7</td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>40</td>
<td>53.3</td>
</tr>
<tr>
<td>From 5 to 10 years</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>17</td>
<td>22.7</td>
</tr>
<tr>
<td>Years of being an English teacher in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>language center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>46</td>
<td>61.3</td>
</tr>
<tr>
<td>From 5 to 10 years</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>14</td>
<td>18.7</td>
</tr>
</tbody>
</table>

### C. Research instruments

This study employed two major instruments to answer the above-mentioned research questions. They were questionnaire, semi-structured interviews that were described in detail in the following sections

### Table 2. The instrument in this study

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Function</th>
<th>Format</th>
<th>Response format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>to find out teachers’ perception towards the implementation of mind mapping for enhancing learning engagement</td>
<td>Questionnaire with 34 items and one open-ended question</td>
<td>Written</td>
</tr>
<tr>
<td>Semi-structured interview</td>
<td>to explore the common mind mapping strategies used in EFL classes</td>
<td>Semi-structured questions</td>
<td>Spoken</td>
</tr>
</tbody>
</table>

1. **Questionnaire.**

A questionnaire was delivered to the teachers in order to investigate their perception towards using mind-mapping for enhancing learning engagement in EFL classes. The version of the questionnaire was composed and organized into 34 items that belonged to four main sections based on the theoretical framework from the literature review, regardless of the first section of the participants personal information.

The second section had 7 items which investigated EFL teachers’ perception of implementation of mind-mapping for enhancing behavioral learning engagement. The third section included 13 items which attempted to find out EFL teachers’ perception of implementation of mind-mapping for enhancing cognitive learning engagement. The fourth section, which investigated EFL teachers’ perception of implementation of mind-mapping for enhancing emotional learning engagement, contained 8 items. The fifth section included 6 items which attempted to explore the difficulties in the implementation of mind-mapping for enhancing learning engagement. The participants were required to express their opinions on the statements presented accordingly with the five-point Likert-scale ranging from strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5. Moreover, the questionnaire was translated into Vietnamese to avoid misunderstanding information. Careful instructions were delivered to assure the understanding of participants of the questionnaires.

2. **Interviews.**

A semi-structured interview was employed to find out the common mind-mapping strategies that teachers implement for enhancing learning engagement in EFL classes.
To gain deeper insights into teachers’ perception of implementation of mind-mapping for enhancing learning engagement as well as the common mind-mapping strategies that teachers implement for enhancing learning engagement in English classes, an interview with seven questions was used to answer the questions of (1) How often teachers use mind-mapping activities in their English class, (2) What stage in the process of teaching English teachers use mind-mapping activities (warm up stage, practice stage, review stage) and why, (3) What activities teachers usually associate mind-mapping with in English class (group work, pair work, role play, presentation, playing game,...), (4) How teachers think the design of mind-mapping will help learners increase their participation in English class (design mind-mapping by drawing in combination with the use of crayons and pictures to decorate posters or will learners design mind-mapping on computers and present them with powerpoint), (5) What advantages of teaching English with mind-mapping, (6) What disadvantages of teaching English with mind-mapping, (7) which aspect of learning engagement is the most difficult to improve with mind-mapping (behavioral engagement, cognitive engagement, and emotional engagement) and why.

### IV. FINDING AND DISCUSSION

**A. Teachers’ Perception of Implementation of Mind-Mapping for Enhancing Behavioral Learning Engagement**

The survey results showed that the teachers who participated in the survey highly appreciated the role of deploying mind-mapping to improve learners’ participation in learning about behavior, and the survey questions had high scores. The average ranged from 3.96 points to 4.33 points. Specifically, the participant most appreciated was that learning with mind-mapping helped learners do better on tests (M=4.33; SD=0.977). Two perspectives had the same score. The second largest average is the mind-mapping that helps learners directly participate in activities in the English class (M=4.25; SD=0.856) and will review and discuss with their classmates when having difficulty in understanding the mind-mapping (M=4.25; SD=0.824), having the third highest average score is the opinion that implementing the mind-mapping will help learners spend more time for complex tasks on time (M=4.17; SD=1.018). Perspectives of English teachers at foreign language centers in deploying mind-mapping to improve learning engagement on the behavior of learners with the lowest average scores related to deploying teaching mind-mapping for learners to complete homework (M=3.96; SD=0.813).

#### Table 3: Teachers’ Perception of Implementation of Mind Mapping for Enhancing Behavioral Learning Engagement

| Q1. Learners actively participate in English class activities such as answering the questions, group discussion and performing on the assigned task when they study with mind-mapping. | 75 | 1 | 5 | 4.15 | 1.135 |
| Q2. If learners have trouble understanding about mind-mapping, they go over it again and discuss it with their classmates until they understand it. | 75 | 2 | 5 | 4.25 | .824 |
| Q3. Studying with mind-mapping attracts learners’ attention in English class activities. | 75 | 1 | 5 | 4.11 | 1.258 |
| Q4. Mind-mapping helps learners to get directly involved in the activities in English class. | 75 | 2 | 5 | 4.25 | .856 |
| Q5. Learners always attend class with the completed homework when they start studying with mind-mapping. | 75 | 1 | 5 | 3.96 | .813 |
| Q6. Studying with mind-mapping helps learners do well on tests. | 75 | 1 | 5 | 4.33 | .977 |
B. Teachers’ Perception of Implementation of Mind-Mapping for Enhancing Cognitive Learning Engagement

The survey results showed that most of the survey questions have an average value of good, which means that the teachers who participated in the survey highly appreciated the benefits of implementing the mind-mapping towards promoting participants’ cognitive learning engagement. Specifically, the view with the highest average score is that by implementing mind-mapping, learners can remember the lesson right after the teacher reviews it. Therefore, learners will not spend much time memorizing lessons at home but instead will spend much time preparing new lessons (M=4.67; SD=0.528), a view shared by teachers. The second highest score in the view that the implementation of mind-mapping will make an essential contribution to help learners assess their understanding of the lesson content (M=4.64; SD=0.747), followed by the view that learners can synthesize and analyze information from the lesson through the mind-mapping method (M=4.57; SD=0.701), ranked fourth is the view that mind-mapping contributes significantly to helping learners have different ideas and perspectives to discuss with their classmates about the content of the lesson (M=4.53; SD=0.684). The lowest mean is the view that learners feel that the lesson content is relevant and valuable in real life when they learn English with mind-mapping (M=3.96; SD=1.006).

Table 4: Teachers’ Perception of Implementation of Mind-Mapping for Enhancing Cognitive Learning Engagement

<table>
<thead>
<tr>
<th>Q</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.19</td>
<td>1.111</td>
</tr>
<tr>
<td>Q9.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.25</td>
<td>.931</td>
</tr>
<tr>
<td>Q10.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.23</td>
<td>1.073</td>
</tr>
<tr>
<td>Q11.</td>
<td>75</td>
<td>2</td>
<td>5</td>
<td>4.27</td>
<td>.844</td>
</tr>
<tr>
<td>Q12.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.53</td>
<td>.684</td>
</tr>
<tr>
<td>Q13.</td>
<td>75</td>
<td>3</td>
<td>5</td>
<td>4.67</td>
<td>.528</td>
</tr>
<tr>
<td>Q14.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.28</td>
<td>.980</td>
</tr>
</tbody>
</table>
Q15. When learners start studying through mind-mapping, they always take note of important vocabularies, structures and the comments that teachers make about their task in classroom.

Q16. Learners can synthesize and analyze information of the lesson depending on mind-mapping.

Q17. Learners can evaluate their classmates’ answers depending on mind-mapping.

Q18. Learners can assess their understanding of the lesson content depending on mind-mapping.

Q19. The application of mind-mapping can significantly improve learners’ reflective thinking ability.

Q20. Learners feel that the lesson content is relevant and usable in real life when they study English with mind-mapping.

C. Teachers’ Perception of Implementation of Mind-Mapping for Enhancing Emotional Learning Engagement

The survey results showed that the teachers participating in the survey highly appreciated the role of the implementation of the mind-mapping in the emotional learning participation of the learners. Most survey questions designed to collect participants’ opinions on this issue resulted in mean values ranging from 3.97 points to 4.19 points on a maximum scale of 5. Specifically, the opinion most appreciated by the teachers who participated in the survey was that the learners did not feel interested in the mind-mapping method (M=4.19; SD=1.062). The second highest level is that adopting a mind-mapping can help learners become more confident when speaking English in the classroom (M=4.15; SD=1.036), followed by the view that implementing the mind-mapping is the second highest. Learners have enjoyment and excitement in the process of learning English with mind-mapping (M=4.13; SD=1.107). The view is that the organization and implementation of mind-mapping in the English classroom contribute positively to improving the relationship between learners, teachers, and classmates (M=4.09; SD=1.129), followed by the view that using mind-mapping helps learners reduce anxiety when learning English (M=4.07; SD=1.119). The point of view with the lowest average score is that by implementing mind-mapping, learners can have fun learning English because they have the opportunity to develop their creativity when designing mind-mapping only by choosing colors, icons, and keywords (M=3.97; SD=0.930).

Table 5: Teachers’ Perception of Implementation of Mind-Mapping for Enhancing Emotional Learning Engagement

<table>
<thead>
<tr>
<th>Q</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q21. The use of mind-mapping in English class creates an active learning atmosphere.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.04</td>
<td>1.108</td>
</tr>
<tr>
<td>Q22. Learners become more confident to speak English in front of class depending on mind-mapping.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.15</td>
<td>1.036</td>
</tr>
<tr>
<td>Q23. Learners are much more comfortable sharing personal opinions depending on mind-mapping.</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>4.04</td>
<td>1.132</td>
</tr>
</tbody>
</table>
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comprehension.

Q33. Some learners have a passive learning style so they are afraid to participate in mind-mapping activities.  
75 1 5 4.21 .990

Q34. Some learners do not enjoy learning English with mind-mapping because they find interpreting lessons with mind mapping confusing.  
75 1 5 4.15 1.135

D. Discussion

Using mind-mapping in teaching English at foreign language centers is one of the most effective teaching methods. Mind-mapping helps learners form self-study ability, discover, and occupy relevant knowledge and problem content for learners. Learners are the subject of active activities in the learning process. To make the most of this method, teachers should do the following:

Thoroughly study the method of mind-mapping in teaching to understand the bases and principles of building basic mind-mapping to apply following the specifics of the lesson and train yourself to have a building capacity. Map out teaching content by mind-mapping.

Carefully study the program content of each subject, the lesson's objectives, and the content of knowledge in the lesson to build a teaching content map.

After building a mind-mapping of teaching content, teachers, based on the level and skills of knowledge mapping of learners in their respective classes and the duration of a teaching hour, can flexibly choose different levels and use it appropriately (Use complete mind-mapping to introduce, build mind-mapping with learners, or let learners fill in or draw more dumb mind-mapping, missing mind-mapping, ...). Especially pay attention to the level of use from easy to complicated, simple to complex.

If the teacher and learners build a mind-mapping on the class board, the teacher needs to plan how the mind-mapping will be presented on the class board so that it is scientific, aesthetically pleasing, and avoids embarrassing the lack of branches or overlapping branches lose the logical hierarchy of the mind-mapping. When drawing on the board, the teacher needs to use pastels and draw in a simple way, such as arrow lines, squares, and circles ... to write keywords, do not draw meticulously; flashy colors take time.

Prepare content and prompt question system for learners to brainstorm to develop and supplement ideas. In the process of learners' practice, the learners' opinions must be respected and recognized, and then the learners suggest arranging, adjusting, and completing the mind-mapping. Thus, the teacher only plays the role of a guide. The learners are the subject of the activity, seeking and discovering new knowledge based on the learners' existing knowledge and experience.

V. CONCLUSION AND IMPLICATION

Using knowledge mapping for teaching English at foreign language centers will promote the activeness of learners, consistent with the current teaching innovation perspective. Applying knowledge mapping to teaching English at foreign language centers also means teaching learners how to learn science by themselves, helping learners to take notes and master the main ideas when reading documents and knowing how to systematize specific lessons, thereby contributing to the formation and development of learners' competencies and qualities. Putting the mind-mapping method in teaching in foreign language is necessary to promote the spirit of self-directed, active, creative learning and a scientific knowledge system for learners. Innovating teaching methods with open mind-mapping allows learners to research and solve their questions and difficulties in understanding and analysis.

Based on the weaknesses and suggestions found in the study, the researchers would like to make some recommendations for teachers when teaching English with mind-mapping to improve students' participation in the learning process learning activities in the English classroom.
A. Attracting learners’ attention

The quality of a lesson is strongly influenced by the first minutes of instruction. Therefore, teachers have to take the advantage of this short period of opportunity to capture students’ attention before providing them with mind-mapping instructions. It is extremely boring if the instructor begins the lesson mind-mapping instruction at the beginning of the class.

B. Make mind-mapping familiar to learners

Teachers should give learners some preparation and practice before asking them to design their mind-mapping. Besides designing mind-mapping as a technique for teaching purposes, teachers should popularize it by guiding learners to create mind-mapping by drawing or using the software. In addition, teachers should provide a list of words in advance in order that learners have a preparation before they design and practice with mind-mapping.

C. Have learners work in groups or pairs with mind-mapping.

Alternatively, teachers can design an exercise that includes mind-mapping any grammar point and have learners work in pairs. Before or after any particular grammar lesson, teachers can ask learners to mind map new lesson content in groups or pairs. Then, the teacher will call on the learners to present and explain their knowledge of that grammar point in front of the class.

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