The Speaking Skill by Using Slang Words in a Movie through Mind-Mapping Strategy

[1]Baiatun Nisa, [2]Sulhizah Wulan Sari, [3]Rr Nabila Wahyu Apriyanti, [4]Paramita Kusumawardhani

[1,2,3,4] Faculty of Communication and Language, Bina Sarana Informatika University
e-mail: [1]baiatun_nisa@bsi.ac.id, [2]sulhizah.szw@bsi.ac.id, [3]nabilaapriyanti2@gmail.com,
[4]paramita.pmi@bsi.ac.id

.

Abstrak *- Tujuan utama dari penelitian ini adalah untuk menerapkan pengajaran berbicara bahasa Inggris melalui strategi pemetaan pikiran untuk mahasiswa di Jurusan Bahasa Inggris Universitas Bina Sarana Informatika. Pesertanya terdiri dari 20 mahasiswa semester tiga. Berbicara adalah keterampilan penting dalam pembelajaran bahasa Inggris yang digunakan oleh siswa untuk berkomunikasi di kelas dan kegiatan sehari-hari sebagai cara praktik pembelajaran. Melalui strategi mind mapping ini, makalah ini bertujuan untuk menunjukkan bahwa strategi ini dapat diimplementasikan untuk mendapatkan keterampilan berbicara aktif. Penelitian ini menggunakan metode kualitatif untuk mendeskripsikan penerapan praktik observasi kelas dan tema-tema yang muncul dari kata-kata slang asli yang diperoleh melalui menonton film. Pengumpulan data dilakukan dengan mengamati, mendokumentasikan, dan mewawancarai siswa tentang proses belajar mengajar berbicara di kelas menggunakan kata-kata slang bahasa Inggris dalam film dengan strategi pemetaan pikiran. Data dianalisis dan difokuskan pada praktik kelas yang terkait langsung dengan penggunaan kata-kata slang dalam film dan strategi pemetaan pikiran. Hasil penelitian menunjukkan bahwa penerapan strategi pemetaan pikiran melalui kata slang dalam film dapat dilakukan dengan mengetahui makna kata slang dalam film, memetakan kata slang ke dalam kalimat, dan mempraktikkan kata slang dalam percakapan siswa. Strategi pemetaan pikiran ini efektif dalam membantu siswa EFL untuk memperkaya kosa kata mereka, meningkatkan ingatan mereka dalam melakukan percakapan, dan mengingat materi dengan lebih mudah dan lebih kreatif.*

Kata Kunci: EFL; Mind-Mapping; Kemampuan Berbicara; Bahasa Slang

Abstract *- The main objective of this study is to apply the teaching of speaking English through mind mapping strategy for the students at the English Department of Bina Sarana Informatika University. The participants included 20 students in the third semester. Speaking is an important skill in English language learning which is used by the students to communicate in their class and daily activities as a way of learning practice. By this mind mapping strategy, this paper aims at showing that this strategy can be implemented to get active speaking skills. This research uses a qualitative method to describe the practice application of classroom observations and the emerging themes of the original slang words gained through watching a movie. The data were carried out by observing, documenting, and interviewing students about the speaking teaching-learning process in the classroom using the English slang words in a movie with a mind-mapping strategy. The data was analyzed and focused on the classroom practice directly related to the use of slang words in a movie and the mind-mapping strategy. The results showed that implementing a mind-mapping strategy through slang words in a movie can be conducted by knowing the meaning of the slang word in the movie, mapping the slang word into the sentence, and practicing the slang word in the student's conversation. This mind-mapping strategy is effective in helping the EFL students to enrich their vocabularies, enhance their memory in making conversation, and remember the material easier and more creatively*

Key words: EFL; Mind-Mapping; Speaking Skills; Slang Words

INTRODUCTION

Technology advancements, particularly in multimedia, have played a significant role in facilitating foreign language teaching and learning. On the one hand, using movies to teach English can increase students' enthusiasm for learning a new language and improve the classroom environment (Guan et al., 2018). Han (2019) suggested that the way and process of language learning must relate to cultural learning as an essential aspect because Ismail (2017) states that the language aspect most affected by watching movies was the cultural aspect. Language is the process of what is received from, what is read, and the social environment sector. Therefore, it affects language

use as an identity. The students speak using the language style in they imitate from the movie and apply it in daily their lives, including in the learning process.

This condition urges that applying slang words to the students' English-speaking class is one way of cultural learning. Moreover, Boylu & KardaÅŸ, (2020) states that using slang words can help students understand and use the language more naturally. By using slang words in the learning process, students can become more familiar with the language used in everyday conversations and be better prepared to communicate with native speakers. However, English learning shows that English is learned in class, used as a formal foreign language, and given little attention to the Slang (Elsherif & Nsir, 2015). Moreover, one of the problems that non-native English language learners deal with language learning is the lack of language interaction at home, school, and in the neighborhood. This language interaction is generally accepted to boost language learning. It provides the input of language necessary for spoken language learning (Sandigan, 2018). Even in the formal classroom setting, some cases show that English teachers as the source of language input require much knowledge and sources for their spoken language (Khan, 2015). The EFL students usually have their learning experiences when they practice English and make interact and communicate with the English native speaker. They feel a difference in that learning, so they learn to "modify the way they speak" through their experiences. Thus, Slang words can help students' exposure to authentic language use, which can be more engaging and meaningful than more traditional vocabulary drills.

Since understanding and using a wide range of vocabulary has always been a struggle for EFL students, enhancing vocabulary learning and information management will be more successful for learners with mind maps (Jiang, 2020). Sticking to the principle of mind-mapping thus applying the mind-mapping of Slang words to the student's learning of speech promotes the ability of students to summarize and intensify their thoughts or thinking skills (Sako, 2022), creates a conceptual scheme, and assimilates individual thoughts with new experience (Aydin et al., 2017) and also can arise the enthusiasm of students (L. Wang, 2019).

It is considered mind mapping is a visual brainstorming technique that can be a helpful tool for teaching English speaking to EFL (English as a Foreign Language) students. Students can work in pairs or small groups to have conversations about their chosen topics, or they can present their mind maps to the class as a mini presentation. Mind mapping is a flexible and engaging strategy that can help EFL students practice speaking in English and develop their communication skills (Collins & Nyenhuis, 2020; Morfidi et al., 2018).

Based on the background, the focus of the research is that this study wants to show how a lecturer conducts meaningful learning in students' speaking performance by linking the slang words in *the Infinity War* movie with the concept of mind-mapping strategy and getting effective speaking skills.

.

RESEARCH METHODOLOGY

This research method is descriptive qualitative by exploring the movie entitled infinity war. The subjects of this research are 20 participants who join the speaking class. The data is collected by watching the video and focusing on the Slang words used in the students' conversations. It can be meant that the first step for rendering the data is the students watched a movie and were coached to identify, categorize, and analyze the Slang words taken from the movie. The second step is to explore, analyze and understand the Slang w s practiced. In which the students attempt to deploy a mind mapping approach and speaking practice was given focusing on the specific Slang word collected in the first meeting. Then, they were given a task to make the mapping pictures and how to use them in a conversation. When practicing the mind-mapping approach, the students were instructed to complete a concept of mapping from Slang word ignitions. Then the practice of mind-mapping strategy in speaking practice used Slang words in a movie with their mate. The last process is making an observation, the researchers interviewed the students to find out the students' perceptions of learning to speak using Slang words in movie with the Mind-Mapping Strategy.

RESULTS AND DISCUSSION

Since there are many obstacles experienced by lecturers, one of which is related to what strategy can be implemented to get active speaking skills. So, to gain this solution of enhancing students' speaking English skills by implementing the strategy of mind-mapping. The lecturer asks students to practice mind-mapping strategy and link the slang words in *the Infinity War* movie. In the beginning, the formal interaction discusses what has been

taught in EFL classes. In this case, the ELLs acquire certain expressions and language uses of slang words when watching a movie. They have found out that many expressions can express messages, and the expression of the g words is different from what they have learned. Here are the lists of slang expressions found by students in *the Infinity War* movie. In this practice, the students identified, analyzed, and interpreted the slang words as shown in data 1 up to 16 and they put the map of the slang words in the conversation or dialogue

1ˢᵗ Data
The word '**Toast'** is found in the dialogue below:
Tony Stark   : "God, we haven't caught up in a spell, have we?"
Bruce Banner : "No"
Tony Stark   : "Avengers broke up. We're *toast*." (Time duration 0:16:07)

The statement above shows that the word "We're *toast*" emphasizes that the Avengers were already dispersed. The word '*Toast'* can be interpreted as something broken or finished because of something. The meaning is not sliced bread browned on both sides by exposure to radiant heat.

The 2ⁿᵈ Data
The word '**Gotta'** can be found in the dialogue below:
Tony Stark   : "**Gotta** get that stone outta here now."
Dr. Strange   : "It stays with me." (Time duration 0:21:40)

These statements say the word '*gotta'* in the dialogue to shorten the pronunciation time. The word '*gotta'* is an informal abbreviation of '**got to'.** It can be interpreted in the actual meaning and found in the dictionary. The word has the meaning of a purpose or will.

The 3ʳᵈ Data
The word '**Outta'** can be found in the dialogue below:
Tony Stark   : "Gotta get that stone *outta* here now."
Dr. Strange   : "It stays with me." (Time duration 0:21:40)

Just like the word '**gotta',** the word '*outta'* shortens the pronunciation of **out of**. The word *outta* has the same meaning as the original word. It is used as a function word to indicate the direction of movement, so that word has the meaning of throwing the stone in the sentence.

The 4ᵗʰ Data
The word '**What's up?'** can be found in the dialogue below:
Spiderman   : "Hey, man. ***What's up***, Mr. Stark?"
Tony Stark   : "Kid, where'd you come from?" (Time duration 0:22:3)

The word '***what's up'*** is interpreted as a friendly greeting and used when talking to a friend or relative close to the dialogue. The word is usually used to associate with the words "hi" or "hello". In this case, the meaning of the sentence is making a greeting.

The 5ᵗʰ Data
The word '**Gonna'** can be found in the dialogue below:
Tony Stark   : "Pete, you gotta let go. I'm ***gonna*** catch you."
Spiderman   : "But you said to save the wizard!" (Time duration 0:25:2)

The dialogues say the word '*gonna'* as a substitute word for the word '**going to'**. It is used to shorten the pronunciation. The word is used interjectionally as an exhortation. The written pronunciation of the word **going to** and *gonna* are different. So it has a real meaning in the context as well.

The 6ᵗʰ Data
The words '**Cheddar Cheese'** can be found in the dialogue below:
Rocket   : "I get that, but why we are doing it?"
Star-Lord   : "Cause we are nice. Maybe whomever it is will give us a little ***cheddar cheese*** for our effort". (Time duration 0:28:16)

The dialogues say the word *cheddar cheese* to replace the use of the word '**money**. So the words '*cheddar cheese'* cannot be interpreted as a hard white, yellow, or orange smooth-textured cheese with a flavor that is mild to strong cheese' but is interpreted as money.

The 7th Data
The word '**Dude'** can be found in the dialogue below:
Star-Lord : "How the hell is this *dude* still alive?"
Drax : "He is not a *dude*. You are a *dude*." (Time duration 0:29:32)

The dialogues say the word 'dude*'* refers to '**Thor'**, his friend. The word '**dude"** can be interpreted as a fellow guy or a male friend of the same age. Nevertheless, the word 'dude' can be used to call a friend of the opposite sex.

Data in the movie's dialogues can show that many slang words are interpreted to their real meaning, such as the slang expressions of '**gotta**, **outta**, and **gonna'**. On the other hand, many slang words cannot be translated to their real meaning, such as '**douchebag** and **cheddar cheese'**. Thus, the slang expression has several meanings either according to the dictionary or to the conversation context. To see the whole meaning of the slang expressions, the words in Table 1 are the lists of the slang expressions that can be found in *the Infinity War* movie based on the Merriam-Webster dictionary:

Table 1. The Slang Expressions in the *Infinity War* movie

No.	The Slang Expression	The Meaning of slang in Dictionary (Based on Merriam-Webster Dictionary)
1.	Toast	A slice of bread is browned on both sides when it is finished or done.
2.	Gotta	Used for "got to" in informal speech
3.	Outta	They are used in writing to represent the sound of the phrase "out of" when it is spoken quickly. It is categorized as a function word to point to the direction of movement from within.
4.	What's up	They are used as a friendly greeting, similar to hi or hello.
5.	Gonna	It is used for "going to" in informal speech.
6.	Cheddar Cheese	A hard white, yellow, or orange smooth-textured cheese with a flavor that ranges from mild to strong as the cheese matures; money.
7.	Dude	The man who is extremely fastidious in wearing a dress and manner or it is a fellow guy.

It is generally known that slang language in *the Infinity War* movie is used by teenagers, young adults, and adults in their conversations. The use of slang in several conversations appears between characters in this movie. It helps to turn on the atmosphere of the ongoing scene and prevent the audience from feeling bored rather than listening to the conversations in formal language. As a result, slang had integrated into the language variations because of the need to adapt to society's new and different aspects and social prestige. It has even become popular among young people.

When formal interaction is taught in EFL classes, ELLs acquire certain slang expressions and language to interact with native speakers. It is found that they use many slang expressions to express messages which differ from what they have learned. For instance, it is printed in the textbooks that ELLs acquire new ways of asking about well-being rather than just using the expression "How are you?". In informal English, most people tend to ask questions like "Sup?", "what's up?", "How is it going?" or "how're you doing?". It is also printed in the textbooks that ELLs acquire new ways of defining the vocab of toast. That word can be mapped to many expressions such as to call a famous person, give an honor to someone, describe someone's condition, and others. To better understand and recognize the language of slang words formally, students are not only given a diagram task of mind-mapping, such as shown in Figure 1 and figure 2 but also, they are asked to practice the slang words in the conversation.

Figure 1. What's up?

Students' conversation 1:
Student A: You look so tired, **what's up[1]** my best friend?
Student B: Not good. I didn't sleep last night.
Student A: Oh, you must be busy. Just take a rest, and you'll be fine.
Student B: Yeah, maybe I need it.
Student C: (He approaches their conversation) Guys, **what's up[2]**?
Students A & B: just talking about something. Sit down here closely!
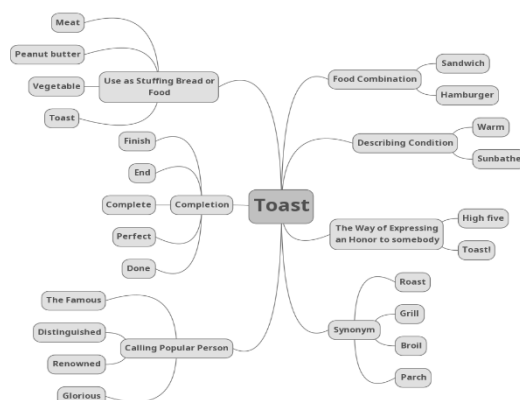Student C: Sure…

Figure 2. Toast

Students' conversation 2:
Student A: This is our first win in a football match.
Student B: You are right. I am very happy about our achievement. Can we have a drink?
Student A: hahaha….Of course, let's make a **toast[1],** please!
Student A, B, C, D, E: **Toast..!** (Together…Laughing and smiling).
Student C: Well, actually, we need **the toast**[2] for our bread.
Student D: Wait, I'll order it.
Student C: Thanks…it will be delicious.
Student E: (Make an interruption in the conversation) Guys, did you know Rinaldi is **the toast kicker**[3] in our rival team.
Student A, B, C, D: Yeah, we know him well.
Student B: Amazingly, He can kick the ball on target.

The example in Figures 1 and 2 show that the expressions of words are easy to find in unofficial English. However, those words depend on the context and the relationships among the speakers in conversations 1 and 2. For example, the Slang word *what's up* has the meaning of asking about conditions informal English language, or it uses the American style instead of the formal how are you doing and what are you up to? Meanwhile, the Slang word *toast* has the meaning of celebrating victory by raising the glass to the top[1], stuffing bread[2], and calling for the famous kicker[3]. Hence, ELLs modify their proper language usage to Slang language, which belongs to the community they interact with.

The result of practicing and implementing the speaking ability using slang words and mind mapping strategy in a movie can be concluded at this point. In speaking practice 1 (the practice of student's conversation 1), it turns out that the students need the training intensively, and it must be proportional to the extensive practice in speaking skills. Despite that, the most frequent problem is seen in the limitation of the student's vocabulary. In speaking practice 2 (the practice of student's conversation 2), a reduction problem in students' vocabulary can be solved by applying a mind-mapping strategy using slang words and hearing the native speaker when they use slang words in social life and the movie. Those efforts and practices show more improvement in speaking than as conducted before.

Speaking practice 2 (the practice of student's conversation 2) also showed the variations and creativities of making conversation more visible. Additionally, those are confirmed by many results taken from students' interviews. The interviews show that learning slang words through the concept of mapping and its additional aid (the associate word) can enhance their memory. It is proven by one of the students' statements, "The words and their meanings that I studied are structured in a meaningful way that both can help me. I understood the relationships between words in different classes, which help me to associate similar meanings easily. Therefore, through learning new words in this form of environment, I can better comprehend".

Furthermore, the student's claim is backed by Cohen's (2014) opinion. He asserts that understanding the meaning or information of the group words as a whole is advantageous. It eases remembering the learning material. Other responses show the mind-mapping approach attracting the students' attention to use mapping diagrams. One of their comments is, "I like memorizing words by the mapping model because the pictures, form, circles, and lines make me remember many words and their association. If I forget the words I read a few days ago, I can refresh my mind by thinking about one of the words in the picture diagram." The mind-mapping approach puts words into two distinctive shapes; the text of the slang word and the diagram picture. It strengthens the human's memory to identify the vocabulary. It is a better approach than the approach which only presents the words in one form. Further, one of the student's opinions says, "Through the method of map-building, I study the terms several times to think about their associations. Its approach allows me to get acquainted with new English words". Those statements are consistent with Hwang, Kuo, Chen, & Ho (2014) that the concept of mind-mapping supports the students for having the improvement, and achievement, and stimulates their learning interest.

The findings of this study indicate that the students found themselves more interactive and engaged in the lessons on slang words that exist in the movies rather than in the textbook or other learning materials that the teacher gives in the class. That response is also consistent with the reports of Miller & Maloney, Goctu, and Sandigan that movies are beneficial for enhancing student's interactional skills can learn how native speakers initiate and sustain a conversational exchange, negotiate to mean, and nonverbal communication (Miller & Maloney, 2016); (Goctu, 2017); (Sandigan, 2018). These findings are in accord with Liu (2016), who says that operating the mind-mapping strategy has an immediate influence on learners' English learning capability. It is proven by the fact that the majority of the students (80%) believe that movies are highly effective in developing their vocabulary acquisition. This statement is following Kabooha (2016). He argues that the integration of movies in the language classroom could significantly enhance and improve the students' vocabulary acquisition, retention, and recognition. Thus, this concept effectively teaches students to see from their technical vocabulary, and the research has shown that mind mapping is more useful when the organizers are constructed by the students rather than by the teacher (Johnson, 2015). Furthermore, the mind mapping model is beneficial to a student's fluency in the communication process because it allows them to improve their analytical skills to become more fluent in practicing the subject (Dwijonagoro et al., 2019). Therefore, those findings in the research show the study's implication as (Wang & Dostál (2018) said that mind maps could be used as a teaching strategy used to present material and courseware for teaching and create an information network that can help increase teaching effectiveness. Thus, mind mapping helps students develop a deeper understanding of learning.

CONCLUSION

This research paper provides a fascinating result. It indicates that mind mapping retains what the student has learned for longer periods. For instance, the analysis and speaking practice 2 show a significant increase compared with the first speaking practice; the slang words in a movie provide authentic language input and a stimulating framework for speaking practice; they also provide a realistic view of the language and culture by providing insights into the reality of the native English speakers' life. Thus, the potential of this research is in the field of English-language classes and the adjustment of the student's ability in speaking English effectively and bravely. When comparing Speaking practice 1 with speaking practice 2, the mind-mapping approach distributes a tool for the students to memorize, develop, and engage their English-speaking skills. Thus, the mind-mapping strategy affects the students to improve their learning achievements and promote their learning interests.

As a replacement for particular learning made by the teachers, some students have a different understanding of collecting the vocabulary and they create the topic of the conversation. Therefore, this study can enhance the value of learning to speak at a flexible and easy level. The study reveals how important it is to map concepts, add up the added materials, and increase speaking skills by using slang words in a movie. This study is important to study to show the advantages of using this technique in particular circumstances, particularly in learning English. The practice of English slang words taken from the movie is designed to inspire students and enhance learning

achievement. Finally, father research should be done on the slang terms that students commonly use, the impact of influences, and the explanations for slang to get different analyses.

REFERENCE

Aydin, G., Baysan, S., & Aydoğan, S. (2017). Perceptions in the Mind Maps of Turkish Children Living in England at Primary Education Level about their Home Country Turkey and the World. *International Journal of Languages' Education and Teaching*, *5*(4), 521–541. https://doi.org/10.18298/ijlet.2418

Bahrani, T., & Sim, T. S. (2012). Audiovisual News, Cartoons, and Films as Sources of Authentic Language Input and Language Proficiency Enhancement. *TOJET: The Turkish Online Journal of Educational Technology*, *11*(4), 56–64.

Boylu, E., & KardaÅŸ, D. (2020). The views of teachers and students on slang in teaching Turkish as a foreign language. *Journal of Language and Linguistic Studies*, *16*(1), 73–88. https://doi.org/10.17263/jlls.712655

Cohen, A. D. (2014). *Strategies in learning and using a second language* (2nd edition). Routledge.

Collins, B., & Nyenhuis, R. (2020). The Effectiveness of Concept Maps for Students' Learning and Retention. *Https://Doi.Org/10.1080/15512169.2020.1775090*, *17*(S1), 897–909. https://doi.org/10.1080/15512169.2020.1775090

Dwijonagoro, S., Dwijonagoro, S., & Suparno, S. (2019). Pranatacara Learning: Modeling, mind mapping, E-Learning, or Hybrid Learning? *Jurnal Cakrawala Pendidikan*, *38*(1), 156–173. https://doi.org/10.21831/cp.v38i1.23034

Elsherif, E., & Nsir, N. (2015). Introducing Slang to English Language Learners. *Ohio TESOL Journal*, *7*(3), 6–9. https://ohiotesol.org/site/wp-content/uploads/2015/12/Ohio_TESOL_Journal_v7_n3.pdf

Goctu, R. (2017). Using Movies in EFL Classrooms. *European Journal of Language and Literature*, *8*(1), 121. https://doi.org/10.26417/ejls.v8i1.p121-124

Guan, N., Song, J., & Li, D. (2018). On the advantages of computer multimedia-aided English teaching. *Procedia Computer Science*, *131*, 727–732. https://doi.org/10.1016/J.PROCS.2018.04.317

Han, Y. (2019). Exploring multimedia, mobile learning, and place-based learning in linguacultural education. *Language Learning & Technology*, *23*.(3), 29–38. https://doi.org/10125/44692

Hwang, G. J., Kuo, F. R., Chen, N. S., & Ho, H. J. (2014). Effects of an integrated concept mapping and web-based problem-solving approach on students' learning achievements, perceptions and cognitive loads. *Computers and Education*, *71*, 77–86. https://doi.org/10.1016/j.compedu.2013.09.013

Ismail, N. M. (2017). "That's the biggest impact!" Pedagogical values of movies in ELT classrooms. *Studies in English Language and Education*, *4*(2), 216. https://doi.org/10.24815/siele.v4i2.6351

Jiang, Y. (2020). Application of the Mind Map in Learning English Vocabulary. *OALib*, *07*(06), 1–4. https://doi.org/10.4236/oalib.1106484

Johnson, L. (2015). *ScholarWorks Vocabulary Strategies in an Elementary Classroom in a Third World Country* [Walden University]. http://scholarworks.waldenu.edu/dissertations

Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, *9*(3), 248–257. https://doi.org/10.5539/elt.v9n3p248

Khan, A. (2015). Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. *International Journal for Teachers of English*, *5*(4), 46–52. http://www.eltvoices.in

Liu, P.-L. (2016). *Mobile English Vocabulary Learning Based On Concept-Mapping Strategy*. *20*, 128–141. http://llt.msu.edu/issues/october2016/liu.pdfhttp://llt.msu.edu/issues/october2016/liu.pdf

Miller, Z. F., & Maloney, J. (2016). *Review of Language Learning with Digital Video* (Vol. 20, Issue 1). http://llt.msu.edu/issues/february2016/review3.pdf

Moore, D. W., & Readence, J. E. (1984). A Quantitative and Qualitative Review of Graphic Organizer Research. *The Journal of Educational Research*, *78*(1), 11–17. https://doi.org/10.2307/27540086

Morfidi, E., Mikropoulos, A., & Rogdaki, A. (2018). Using concept mapping to improve poor readers' understanding of expository text. *Education and Information Technologies*, *23*(1), 271–286. https://doi.org/10.1007/S10639-017-9600-7/METRICS

Sako, T. (2022). The Influence of Debates in High School English Education on Students' Critical Thinking. *Studies in Language Teaching*, *45*. https://www.jstage.jst.go.jp/article/selt/45/0/45_37/_pdf/-char/en

Sandigan, A. P. D. (2018). Oral Communicative Competence of Filipino College Students: Levels, Correlates, and Characteristics. *International Journal of English Literature and Social Sciences (IJELS)*, *3*(5), 791–795. https://doi.org/10.22161/ijels.3.5.15

Wang, L. (2019). Research on the Application of the Mind Map in English Grammar Teaching. *Theory and Practice in Language Studies*, *9*(8), 990–995. https://doi.org/10.17507/tpls.0908.15

Wang, X., & Dostál, J. (2018). Using a mind map to learn English vocabulary. *ACM International Conference Proceeding Series*, 150–153. https://doi.org/10.1145/3291078.3291121