Mind Mapping Practices in Collocation Teaching and Learning: In Focus of EFL Contexts

Getaneh Berta

Wollo University, Department of English Language and Literature, Dessie, Ethiopia
getaneh2241@gmail.com[1]

Abstract

The objective of the study was to explore EFL teachers' and EFL students' adjective-preposition and verb-noun combinations collocations in teaching and learning practices through mind mapping. The study was conducted in Majete General Secondary School which is found in North Shoa, Amhara Region, Ethiopia. Eighty-three grade twelve EFL students who were chosen through a simple random sampling technique participated in the study. Moreover, two EFL teachers also took part by providing their views on the issue. Additionally, data were collected through questionnaire, interview and observation. Consequently, quantitative and qualitative data analysis methods were used to analyze the data obtained from the sources. As the findings indicate, even though EFL teachers and EFL students taught and learned adjective-preposition and verb-noun combinations collocations, neither the EFL teachers aided the lessons through mind mapping nor the EFL students use a mind map as note-taking technique. Hence, since the diagram plays a pivotal role in helping EFL teachers to deliver language contents interestingly and EFL students learn and remember language contents through association, textbook writers and pedagogues should present collocations of language contents through mind mapping. Additionally, it is recommended that EFL teachers and EFL students deploy it in their language teaching and learning practices.

Key Words: *Adjective-Preposition Combination Collocations, EFL Teachers, EFL Students, Mind Mapping, Verb-Noun Combination Collocations*

1. Introduction

Linguists, grammarians and sociologists try to define language, and their definitions vary based on their school and discipline. For instance, Parikh (2001) defines language as one of the tools that man fashioned to ease difficulty in his existence. In addition, Xue and Zuo (2013) also define it as the bearer of culture and the process of cultural exchange, and they believe that language is the illustration of each culture. Further to this, as Fulzele (2016) observes, it is a means of communication that could be visual, audio, and gestural or unification of all of them, and it is used for different purposes, from commanding counterparts to do something to express feelings, from pointing something to asking for directions and disseminating relevant information.

These days, more than seven thousand languages under different language families are spoken all over the world (Jäger, 2010), and among these languages, the English language is one of the languages that is spoken in most parts of the world including Ethiopia as a foreign and second language.

According to Yumniamatillah (n.d), numerous people around the world use the English language to communicate, and it helps them interact with others without limitations. Its dominance in technology, media, health, diplomacy, business and the

development of globalization (Xue & Zuo 2013) makes it the most influential language in the world. This factor drives students, scholars, researchers, scientists and so forth to get more interested and motivated to master and utilize it in different communication situations.

Since language is the expression of ideas using speech sounds combined into words, it is intentional to deploy words during the dissemination of messages to audiences. Until 2018, there were an estimated 171, 146 words in the English language, which are used in various communication contexts by the users (Sagar-Fenton & McNeill, 2018). These words or vocabularies are the backbone of the language to resourcefully converse with one another. Moreover, as Snoder (2019) claimed, words are the basic building blocks of language. Any speaker (other than speech-impaired) needs to have sufficient stock of these vocabularies in order to eliminate complications during communications.

In addition, as Buzan (1986) wrote, the size of one's vocabulary is usually an indication of the range of one's knowledge. Therefore, acquiring a deep and rich vocabulary knowledge-base can help communicators not only to convey their message more efficiently but also indicator of knowledge (Abdelrahim & Ahmed 2017).

Howbeit, the English language has a natural characteristic of being formulaic consisting to a large extent of more or less fixed recurring word combinations (Snoder, 2019). The language allows its speakers to utilize beyond a single vocabulary in various communication contexts which are called collocations. Plenty of justifications are given for the substantiality of using these collocations instead of single words during speaking or writing. As Jaff (2013: P, 3) reasoned out:

"Words alone rarely convey full meaning; there must be a sort of combination or attachment to convey full meaning, in any language words can be combined in numerous ways to form meaningful groups if those words are not restricted. Sometimes it is very difficult and challenging to examine them and to draw distinguishing lines between them for classifying them, that is what makes it hard to clarify the notion of collocation."

The use of collocations furthermore, as Altuwairesh (2016) stated, supports speakers to reduce processing time and lead to speed when communicating. Collocational competency is utterly essential for language fabrication and reaction, supporting both the L1 and L2 language users to make idiomatic choices and come across as native-like, to practice language fluently under real-time speaking circumstances (Lorenz, 1999). Carl (1998, as cited in Rao, 2018) indicated that using collocations correctly contributes greatly to one's idiomaticity and nativelikeness. This implies that language learners who want to be fluent enough in the language need to be conservative in collocation learning because fluency is based on the acquisition of a large store of fixed or semi-fixed prefabricated items.

Since vocabulary is the basic building block of language, it is desirable and necessary to develop techniques for learning and remembering words more easily (Buzan, 1986). Gairns & Redman (1998) classified techniques of vocabulary presentations into three broad categories. The first category of vocabulary presentation technique which includes the use of illustrative situations (oral & written), use of synonyms and definitions, use of contrast and opposites, and scales is known as the verbal technique of presenting vocabulary. The second category of technique is called the translation technique of vocabulary presentation which involves changing lexemes from one language to another language. Finally, the last category which includes

flashcards, photographs, blackboard drawings, wall charts, realia and mind mapping is called the visual technique of teaching or presenting vocabulary for learners.

A mind map is a graphic technique that is used for structuring and organization of thoughts and ideas through colors, symbols, pictures and spatial arrangements of branches (Rustler, 2012). Moreover, it is a visual diagram that is used to record and organise information in a way that the brain finds fascinating and easy to process. Thoughts, ideas, or facts are arranged around a central theme so that readers can clearly see their flow across different levels. Additionally, Buzan (2005) defined a mind map, concept map, spray diagram or spider diagram as a two-dimensional picture that inspires our brain to remember things easily because of its usage of various colours.

Mind map is hugely crucial for note-taking and language content delivery. It is made up of words, colours, lines and pictures which help learners to remember better, come up with brilliant ideas, save time and resources, and organize ideas in a funny way. Mind map is an effective method that links up perfectly with the functioning of our brains and makes use of our brain capacity as long as a single picture is worth a thousand words. Unlike linear methods for recording information, a mind map doesn't rely on large amounts of written text but instead uses lines, symbols, keywords, colour and images all according to simple, brain-friendly concepts.

Mind map is one of the learning techniques that make learners explore concepts using visual partial relationships flowing from a central theme or images to outlying branches (Banten, 2016). Additionally, as Buzan (1986) claimed, mind map accelerates vocabulary learning by relating and associating words with sounds, images and similarities. This technique dramatically plays a greater role in language learning and improves the learner's capacity to learn by absorbing ideas simply (Sujana, 2012). As Banten (2016) again indicated mind map aids creativity, boosts the recalling of information and efficiently multiplies one's knowledge capacity. Moreover, Kadagidze (2016) added that mind map boosts confidence in learning, organizes ideas in better way, and creates an association visually among semantics. Mind map is significant for the increment of vocabulary knowledge as well (Fitriani, Syafrizalsyafrizal & Nurhaedagailea, 2018).

Nevertheless, although mind map is witnessed as the most supportive vocabulary learning and teaching strategy, EFL teachers and students of Majete General Secondary School are not seen applying it keenly during collocation teaching and learning. As the researcher acted as an English teacher for the last eight years and observed classroom micro-teachings, most collocation-associated lessons are presented through linear lists in which teachers write and list the words with their particles on the board with possible examples. This collocation delivery strategy doesn't support students to enhance their collocation capability, and it has nothing to expand their vocabularies for future use.

As Buzan (2005) illustrated, teaching students with a linear listing strategy activates only the left hemisphere of their brain. Besides, Buzan & Buzan (1993) justified that activating and functioning only the left cortex of the brain doesn't make learners successful in academic fields and they tend to forget what they learn within a short time. Therefore, the collocations they learned could diminish and students will be hampered in real-life communication. Because of that, students face an overwhelming problem of expressing themselves and lose the freedom to describe their surroundings by organizing collocations. Therefore, this study tried to achieve the following specific objectives. Such as: 1) to assess EFL teachers' adjective-preposition combination collocations teaching practices through mind mapping; 2) to assess EFL teachers' verb-

noun combination collocations teaching practices through mind mapping; 3) to assess EFL students' adjective-preposition combination collocations learning practices through mind mapping. 4) to assess EFL students' verb-noun combination collocations learning practices through mind mapping.

2. Method

The study has been conducted through descriptive design, and as Manjunatha (2019) indicated descriptive research design is a widely used design that is characterized as simply the attempt to determine, describe, or identify what is seen in research settings. In addition, it helps researchers to collect reliable data from large samples. Moreover, the mixed research approach was used by the researcher because of myriad reasons. The first reason has been because of its versatility and being a multi-method. According to Derbisa (2007) mixed research approach incorporates both quantitative and qualitative research approaches and it works better by fulfilling the gap that either of them may have. The other one is its amalgamation of both quantitative and qualitative methods of data analysis.

3. Sample and Sampling Technique

Both grade twelve EFL natural science and social science streams of Majete General Secondary School students were the population in which 83 (25 male and 58 female) students were chosen to be used as the sample. These students were chosen through simple random sampling by lottery method. As QuestionPro (2021) clarified, in simple random sampling, every item in the population has an even chance and the likelihood of being selected in the sample depends on luck or probability. This type of sampling technique is sometimes known as a method of chance. Moreover, it is also a process of selecting a certain number of individuals from the population and reduces the possibility of systematic bias in our sample (Bordens & Abbott, 2005).

4. Data Gathering Instruments

Three kinds of data-gathering instruments were used to collect data from the samples. These are questionnaire, interview and classroom micro-teaching observation (direct observation).

Questionnaire: students were made involve in providing their insights through questionnaire. Ten closed-ended questions with a 5-point Likert scale were given for the students and answered by choosing one of the levels of agreement (strongly disagree, disagree, undecided, agree and strongly agree) for each sentence. Moreover, students were provided with the specific strategy that their EFL teachers utilized while teaching collocations, their preferred strategy while learning collocations and their best technique to retrieve collocations for real communication in the remaining six open-ended questions. A pilot study was conducted in one general secondary school, which was found in Dessie, to check the reliability of the questionnaire. As the result is shown in the table below, $\alpha = .736,$ and this result is considered acceptable.

Table 1: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.731	.736	10

Observation: the other kind of data-gathering instrument which the researcher used to collect data was observation. The researcher observed eight (four adjective-preposition and four verb-noun combinations collocations) micro-teachings of two EFL teachers with an observation checklist, and data were collected accordingly.

Interview: the interview was the other instrument that the researcher used to collect data from two grade twelve EFL teachers. The semi-structured interview which included both open-ended and closed-ended questions was utilized to collect data from those samples.

5. Finding and Discussion

Ten closed-ended questions with five levels of the Likert scale were given to 83 (eighty-three) EFL students, and each student unveiled their level of agreement by choosing one of the five levels. Each statement is written above each table and the responses of the students are found in the table, and the findings and discussion are found below each table. However, the following table illustrates the ranges of each sentimental level of the Likert scale.

Table 2: Ranges of each sentimental level

Sentimental levels	scale	Description to get the range for each sentimental level	Range
Strongly Agree	5	5-1=4	4.21-5.00
Agree	4	4/5=0.80	3.41-4.20
Undecided	3	1+0.80= 1.80, therefore, the lowest level has the range of 1-1.80 and others have 0.80 difference.	2.61-3.40
Disagree	2		1.81-2.60
Strongly Disagree	1		1-1.80

No	Statement	Levels of Agreement	Frequency	Percent	Mean	Std. Deviation
1	**I have ever been taught adjective-preposition collocations.**	Strongly Disagree	1	1.2%		
		Disagree	1	1.2%		
		Undecided	6	7.2%		
		Agree	40	48.2%		
		Strongly Agree	35	42.2%	*4.2892*	*.75757*
2	**My EFL teacher ever incorporated mind map during adjective-preposition collocations teaching.**	Strongly Disagree	16	19.3%		
		Disagree	44	53%		
		Undecided	21	25.3%		
		Agree	-	-		
		Strongly Agree	2	2.4%	*2.1325*	*.80806*
3	**I know mind map as one of the techniques of adjective-preposition collocations learning.**	Strongly Disagree	3	3.6%		
		Disagree	15	18.1%		
		Undecided	21	25.3%		
		Agree	21	25.3%		
		Strongly Agree	23	27.7%	*3.5542*	*1.18170*
4	**I have ever incorporated mind map in adjective-preposition collocations learning.**	Strongly Disagree	14	16.9%		
		Disagree	39	47.0%		
		Undecided	20	24.1%		
		Agree	9	10.8%		
		Strongly Agree	1	1.2%	*2.3253*	*.92537*
5	**I understand the relevance of mind map to learn adjective-preposition collocations.**	Strongly Disagree	6	7.2%		
		Disagree	11	13.3%		
		Undecided	14	16.9%		
		Agree	27	32.5%		
		Strongly Agree	25	30.1%	*3.6506*	*1.24385*
6	**I have ever been taught verb-noun collocations.**	Strongly Disagree	2	2.4%		
		Disagree	7	8.4%		
		Undecided	5	6.0%		
		Agree	30	36.1%		
		Strongly Agree	39	47.0%	*4.1687*	*1.03381*

7	My EFL teacher ever incorporated mind map during verb-noun collocations teaching.	Strongly Disagree	11	13.3%	2.8193	3.59249
		Disagree	36	43.4%		
		Undecided	27	32. %5		
		Agree	5	6%		
		Strongly Agree	4	4. %8		
8	I know mind map as one of the techniques of verb-noun collocations learning.	Strongly Disagree	4	4.8%	3.4337	1.12827
		Disagree	15	18.1%		
		Undecided	20	24.1%		
		Agree	29	34.9%		
		Strongly Agree	15	18.1%		
9	I have ever incorporated mind map in verb-noun collocations learning.	Strongly Disagree	11	13.3%	2.2771	.77007
		Disagree	43	51.8%		
		Undecided	24	28.9%		
		Agree	5	6.0%		
		Strongly Agree	-	-		
10	I understand the relevance of mind map to learn verb-noun collocations.	Strongly Disagree	8	9.6%	3.6145	1.30507
		Disagree	11	13.3%		
		Undecided	11	13.3%		
		Agree	28	33.7%		
		Strongly Agree	25	30.1%		

Grade twelve EFL student respondents were asked if they had been taught about adjective-preposition combination collocations, and as is seen in the above table, 40 (48.2%) of 83 students agreed that they had been taught adjective-preposition combination collocations. Moreover, 35 (42.2%) of the respondents responded with a strongly agreed sentimental level. However, 1 (1.2%) and 1 (1.2%) of the students strongly disagreed and disagreed with the statement. The remaining 6 (7.2%) of the students were undecided over the issue. Thus, it can be concluded that the students strongly agreed (mean=*4.2892,* SD*=.75757*) on the given statement.

In addition, students were asked about their teacher's incorporation of a mind map for adjective-preposition combination collocation teachings. As shown in the overhead table, 44 (53%) of the students completely disagree with the statement. Additionally, 16 (19.3%) of students also strongly disagree with the idea of the statement. On the contrary, 21 (25.3%) of the respondents answered undecided about the issue. The other 2 (2.4%) responded strongly agree. This illustrated that their classroom teacher did not

have the habit of using the strategy while teaching them those collocations, and they disagreed with the statement (mean=**2.1325**, SD=**.80806**).

Students' knowledge of mind maps as one of the techniques of learning adjective-preposition combination collocations was asked. As shown in the aforementioned table, 23 (27.7%) respondents strongly agreed that they knew the strategy as one technique that is used to learn those collocations. Furthermore, 21 (25.3%) of other respondents also forwarded their knowledge of the strategy by agreeing with the statement. Nevertheless, 21 (25.3%), 15 (18.1%), and 3 (3.6%) of the remaining respondents replied undecided, disagree, and strongly disagree respectively. Thus, the students agreed (mean= **3.5542**, SD=**1.18170**) that they knew mind mapping as a technique to learn adjective-preposition combination collocations.

Not only teachers during collocations teachings but also students were expected to incorporate mind mapping in their adjective-preposition collocations learning. Notwithstanding, 39 (47.0%) of the students disagreed that they didn't incorporate mind map in their collocations learning. Moreover, 14 (16.9%) of respondents showed their slim habit of incorporating mind map in their collocation learning by strongly disagreeing. Nevertheless, 20 (24.1%) of other students had answered undecided. Conversely, the remaining 9 (10.8%) and 1 (1.2%) of respondents answered that they incorporated mind map during collocation learning by choosing to agree and strongly agree options respectively. In general, this can be concluded that students disagreed on the given statement (mean=**2.3253**, SD=**.92537).**

It is believed that mind mapping has the relevance of imparting various contents for students. Beware of that, EFL student respondents were asked to put their sentimental level and their understanding of the importance of mind mapping to learn adjective-preposition collocations. And 27 (32.5%) and 25 (30.1%) of the respondents said that they knew how useful the strategy is for collocation learning and they showed it by answering agree and strongly agree, respectively. Nevertheless, 14 (16.9%) of other respondents were undecided. Additionally, 11 (13.3%) and 6 (7.2%) of remaining student participants disagreed and strongly disagreed, respectively. Since the mean (**3.6506**, SD=**1.24385**) is nearer to the level of agreement, it can be concluded that students have an understanding of the relevance of mind mapping for adjective-preposition combination collocations learning.

There can be plenty of content that students of twelve graders could learn. One of them can be verb-noun combinations collocations. The researcher questioned student respondents whether they were taught those collocations or not. The above table clearly indicates that 39 (47 %) of the student respondents confessed that they had learned collocations, which were the combination of verbs and nouns, by strongly agreeing. In addition to them, another 30 (36.1%) replied that they learned those collocations too by choosing the agree option. However, 7 (8.4%) and 2 (2.4%) of other students replied that they had not been taught verb-noun combination collocations. The remaining 5 (6.0%) replied undecided. Generally, student respondents agreed with the given statement (mean=**4.1687,** SD**=1.03381**)

Many believe that mind map has pedagogical functions which can support lessons by making them simply remembered and hardly forgettable. Therefore, student respondents were requested to say something about the inclusion of mind map for verb-noun

collocation teaching by their English subject teacher. 36 (43.4%) of the respondents stood against the statement by replying disagree option. Moreover, 11 (13.3%) verified that their teacher didn't incorporate mind map during verb-noun collocation teaching. Nevertheless, the remaining 27 (32.5%), 5(6%) and 4 (4.8%) of the participants answered undecided, agree and strongly agree respectively. From this, it can be understood that the EFL student respondents were undecided on the issue (mean=*2.8193*, SD=*3.59249*)

Moreover, student respondents were allowed to reply about their knowledge of mind map as one of the techniques of learning verb-noun combinations collocations. And 29 (34.9%) and 15 (18.1%) of the respondents unveiled their understanding of the strategy as one of the techniques by forwarding their agreement and strong agreement orderly. However, 20 (24.1%) of the respondents were undecided about the so-called technique. The remaining 15 (18.1%) and 4 (4.8%) student respondents did not know the strategy as it is one of the techniques to learn verb-noun collocations since they replied disagree and strongly disagree sequentially. It can be determined that the student respondents agreed on the issue (mean=*3.4337,* SD*=1.12827*)

Since mind map is available in English grade twelve students' textbooks, students are expected to subordinate them during collocation learning. Nevertheless, as the table above signposted, 43 (51.8%) and 11 (13.3%) of the students had not incorporated mind map in their verb-noun collocations learning. On the other hand, 24 (28.9%) of the respondents were refrained from whether they incorporated or not. Notwithstanding, the remaining 5 (6%) of the respondents reacted "agree" about the given statement. Generally, students replied disagree on the raised issue (mean=*2.2771,* SD*=.77007*).

Mind map has significance from remembering language contents to organizing thoughts and from activating our brain to creating 3-D images. However, student respondents were asked about their understanding of mind map to learn verb-noun combination collocations and as they replied and illustrated in the above table, 28 (33.7%) of them agreed that they have an understanding of the relevance it has to learning the collocations. In addition, 25 (30.1%) also strengthened their support by strongly agreeing. However, 11 (13.3%) of students were unsure and they replied undecided. Lastly, 11 (13.3%) and (9.6%) of the respondents disagreed and strongly disagreed sequentially about the idea of having an understanding of the relevance of mind map, which contributes to learning verb-noun collocations. Therefore, it can be concluded that the students agreed on their understanding of the relevance of mind mapping to learning verb-noun combination collocations (mean= *3.6145,* SD*= 1.30507*)*.*

5.2 Findings and results obtained from open-ended questions

Open-ended questions which were not answered with static answers, were given to the respondents too. The questions circulate around three major themes which were specific strategies used by students to remember adjective-preposition collocations and verb-noun collocations, strategies used by their English language teacher when he taught the so-called collocations and particular strategies they used so as to increase their stock of adjective-preposition and verb-noun collocations. Beware of that, they were allowed to say what was in their mind about the issues and they granted their thoughts freely. After all, their thoughts are organized thematically and presented as follows.

On the specific strategies that could be used by students to remember both adjective-preposition and verb-noun collocations, students replied that reading reference books and magazines, doing and practicing related questions and examples, connecting the collocations with their real life, having discussions with their classmates, using bedroom graffiti, re-reading their old exercise books, asking better students and sticking collocation notes on the wall were some of the strategies which utilized to remember those cluster of words. Nevertheless, although their textbook paved the way for them to use mind map for different purposes, their habit of using mind map to remember collocations was not that satisfactory.

In addition, students responded to specific strategies used by their teaching while imparting adjective-preposition and verb-noun collocations. As they stated the teacher taught them collocations by providing examples, asking brainstorming questions, doing plenty of examples, giving descriptive notes about the collocations with their examples and by translating the collocations to their first language. Nevertheless, as it is seen from student respondents' revelation, their teacher didn't have the habit of using Tony Buzan's mind map while teaching collocations.

Finally, the student respondents were asked to say something about the specific strategies that might be used by them to increase their stock of adjective-preposition and verb-noun collocations. Bearing that in mind, they stated that doing various collocations-related questions with their classmates, reading and referring dictionaries and other reference books about the given collocations, taking notes, making self-presentations alone at home, and using memorization had been some of them which learner respondents listed about the specific strategies which they applied in order to scale up their adjective-preposition and verb-noun collocations capacity.

5.3 Findings and results obtained from observation

Eight micro-teachings (four adjective-preposition lessons and four verb-noun lessons) were observed by the researcher, and plenty of characteristics and things were observed. The first things that were observed were if the EFL teacher delivered contents related to adjective-preposition and verb-noun combinations collocations. Those two kinds of contents were taught to the students based on the invitation of the textbook. However, while teaching those contents, the EFL teachers weren't seen aiding them or incorporating the lessons with mind maps.

Moreover, since using colorful and different kinds of chalk, images and lines are relevant to recall what is taught easily through association, those EFL teachers were not seen using all of them during adjective-preposition and verb-noun combinations collocations.

5.4 Findings and results obtained from semi-structured interview

Two grade twelve EFL teachers were interviewed by the researcher. The first question which they were asked was *"What is the concept of collocations?"*, and both teachers elaborated clearly. In addition, they were *"What is the last time you taught collocations, and what instructional media did you use to aid your lessons?"* and they told the researcher that even though they taught the collocations, they didn't use any pictures, images or any instructional media to aid their lessons. Instead, they taught

by using linear listing which they wrote the collocations on the board alongside possible examples.

Additionally, teachers were asked *"What is a specific technique which you utilize to teach adjective-preposition and verb-noun combinations collocations?"*, and they told the researcher that they didn't have any unique technique to deliver the contents for their students.

The other question they were asked about was, *"What is your understanding of mind mapping?"* As they unveiled, they have some understanding of the diagram because it is found in grade twelve students' English textbook. However, when they were asked if they had ever used it while teaching adjective-preposition and verb-noun combinations collocations, they replied that they had never used it, and   lack   of understanding about mind mapping, lack of time, and lack of resources were listed as the major barriers for not using it during the delivery of adjective-preposition and verb-noun combinations collocations.

6. Discussion

Mind mapping was recommended in English for Ethiopia grade twelve students' textbooks by the writers for a variety of purposes. Nevertheless, even though the mind mapping which was included in the textbook was mono-colored, and was used for idea generation and note-taking purposes, it was not suggested for adjective-prepositions and verb-nouns combination collocations learning and teaching practices.

Therefore, some findings were obtained from this research. The first finding was regarding the application of mind mapping in adjective-prepositions combination collocation teaching and learning practices. Both EFL teachers and EFL students did not teach and learn those collocations by using mind mapping. The second finding was regarding the application of mind mapping in verb-nouns combination collocations in teaching and learning practices. Similarly, as the finding shows, both EFL teachers and EFL students did not utilize mind mapping while teaching and learning those collocations. These findings signify the reasons EFL students were not able to scale up their collocation skills.

Some studies were done abroad on the implications of mind mapping in EFL contexts. Although those studies do not have any thematic similarity with this study, they reveal how mind mapping is significant for EFL students' vocabulary improvement. For instance, Jiang (2020) conducted a study and found that mind mapping is effective in improving students' vocabulary improvement. Moreover, Aziz and Yamat (2016) conducted a study on the significance of mind mapping on students' increment of vocabulary list and found that mind mapping supported students in increasing their vocabulary list. In addition, Sahrawi (2013) did a study on the effectiveness of mind mapping for teaching vocabulary and found out that mind mapping motivates teachers to deliver vocabulary, and it is an effective technique for the delivery of vocabulary items. Furthermore, Heidari and Karimi (2015) conducted a study on the Effect of mind mapping on vocabulary learning and retention and found that the experimental group who were taught vocabulary through mind mapping outperformed those students who were taught vocabulary without the aid of mind mapping.

7. Conclusion

The aim of the study was to explore EFL teachers' and EFL students' adjective-preposition combination and verb-noun combination collocations teaching and learning practices through mind mapping. Accordingly, the study uncovered those students had the experience of learning adjective-preposition and verb-noun combination collocations through the effort of their English language teacher. Moreover, students figured out that they knew the relevance of mind mapping to learn and increase their adjective-preposition and verb-noun collocations learning. However, student respondents and their English language teachers never have had the experience and the habit of utilizing mind mapping in their collocations learning and teaching. On the contrary, practicing related questions, discussing with their classmates, graffiti, reading dictionaries, and sticking collocations on the wall were some of the specific strategies that the students used to increase their stock of collocations.

The study has some limitations. The first one was a lack of motivation from EFL students when they gave a response questionnaire. Therefore, for future researchers, incentives, such as money, need to be prepared to pay. The other limitation was regarding to sample. This study utilized only eighty-three EFL students and two EFL teachers. Future researchers could involve more samples to increase the generalizability of the findings that could be obtained from their study. In addition, this study focuses merely on the practice of mind mapping in collocations of teaching and learning. However, future researchers could include other variables like perceptions and challenges regarding to mind mapping and its application. Moreover, this study was non-experimental in design, if future researchers do so by using a quasi-experimental design, the practical implications of mind mapping would be unveiled.

8. Recommendations

Based on the findings and the conclusion of the study, the following are recommended for both EFL teachers and EFL students to see desirable students' collocations learning.
1. EFL teachers may use mind mapping in their adjective-preposition collocations teachings.
2. EFL teachers may use mind mapping in their verb-noun collocation teachings.
3. EFL teachers must have better practice using mind mapping in their adjective-preposition collocation teachings.
4. EFL teachers must have a better practice of using mind mapping in their verb-noun collocation teachings.
5. EFL students may use mind mapping in their adjective-preposition collocation learning.
6. EFL students may use mind mapping in their verb-noun collocations learning.
7. EFL students should have better practice using mind mapping in their adjective-preposition collocations learning.
8. EFL students should have a better practice of using mind mapping in their verb-noun collocations learning.

Conflict of Interest

The author declares that there is no conflict of interest.

References

Abdelrahim, A., & Ahmed, J. (2017). *The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills*. International Journal of Humanities Social Sciences and Education, 41. DOI: https://dx.doi.org/10.20431/2349-0381.0408006

Altuwairesh, N. (2016). *Teaching Collocations in EFL Classroom*. Arab World English Journal, 16. DOI: https://dx.doi.org/10.24093

Aziz, A. & Yamat, H. (2016). *THE USE OF MIND MAPPING TECHNIQUE IN INCREASING STUDENTS' VOCABULARY*. Journal of Education and Social Sciences, 105-113. https://www.jesoc.com/wp-content/uploads/2016/08/Edu-90.pdf

Banten, S. (2016). *Using Mind Maps as a Teaching and Learning Tool to Promote Student Engagement.* LOQUEN , 1.

Bordens, B. & Abbott, B. (2018). *Research Design and Methods: A Process Approach.* United States of America: McGraw-Hill Education.

Buzan, T. (1986). *Use Your Memory .* Great Britain: Mackays of Chatham Ltd.

Buzan, T. (2005). *Mind Maps for Kids*. USA : Buzan Centre Ltd .

Buzan, T. & Buzan B,. (1993). *The Mind Map Book .* England : Penguin Group .

Derbisa, A. (2007). *Research Methodology: Handbook for Research Students and Practitioners.* Addis Ababa: Mega Publishing and Distribution PLC.

Fitriani, U. I., Syafrizalsyafrizal & Nurhaedagailea (2018). T*he Effectiveness of using Mind Mapping Strategy and Making Inference toward Students' Vocabulary Achievement*. International Journal of English Literature and Social Sciences, 646-647. DOI: https://dx.doi.org/10.22161/ijels.3.4.22

Fulzele, D. (2016). *The Role of Language in Cultural Studies:* A Critical Perspective. International Journal of English Language, Literature and Humanities , 55.

Gairns,R. & Redman, S . (1998). *Working with Words. United Kingdom*: Cambridge University Press.

Heidari, H. & Karimi ,L. (2015). *The Effect of Mind Mapping on Vocabulary Learning and Retention*. International Journal of Educational Investigations, 54-72. https://www.academia.edu/71683554/The_Effect_of_Mind_Mapping_on_Vocabulary_Learning_and_Retention

Jaff, D. (2013). *Collocation in English Language.* Iraq: Koya University.

Jäger, G. (2010). *Languages of the World.* Germany : University of Tübingen.

Jiang, Y.S. (2020) *Application of the Mind Map in Learning English Vocabulary*. Open Access Library Journal , 7: e6484. https://doi.org/10.4236/oalib.1106484

Kadagidze, L. (2016). *Mind Mapping as a Teaching Tool in Higher Education Language Learning Settingings*. *KULTURA EDUKACJA*, 80-81. DOI: https://dx.doi.org/10.15804/kie.2016.04.05

Lorenz, G. (1999). *Adjective Intensification-Learners Vs Native Speakers* . Amsterdam : Rodopi .

Manjunatha, N. (2019). *Descriptive Research*. JETIR, 863. https://www.jetir.org/papers/JETIR1908597.pdf

Parikh,P. (2001).*The Use of Language*. CSLI,1. https://web.stanford.edu/group/cslipublications/cslipublications/pdf/1575863545.pdf

QuestionPro. (2021, Anonymous Anonymous). *QuestionPro*. Retrieved March 28, 2022, from Simple Random Sampling: https://www.questionpro.com/blog/simple-random-sampling/

Rustler, F. (2012). *Mind Mapping for Dummies* . England: A John Wiley and Sons.

Sagar-Fenton,B. & McNeill,L . (2018, June 24). *BBC* . Retrieved March 12, 2022, from *How Many Words Do You Need to Speak A Languag?* : https://www.bbc.com/news/world-44569277

Sahrawi, S. (2013). *The effectiveness of mind mapping for teaching vocabulary to the eighth grade students. Jurnal Pendidikan Bahasa*, 236-247. https://doi.org/10.31571/bahasa.v2i2.246

Snoder, P. (2019). *L2 Instruction and Collocation Learning.* Stockholm: Stockholm University .

Sujana, M. (2012). *Integrating a mind mapping technique and information gap activities in teaching academic reading in english. English for Specific Purpose.*P. 1. https://www.researchgate.net/publication/315565239_INTEGRATING_A_MIND_MAPPING_TECHNIQUE_AND_INFORMATION_GAP_ACTIVITIES_IN_TEACHING_ACADEMIC_READING_IN_ENGLISH/link/58d4561baca2727e5e9ae9b5/download?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

Thurnbury, S. (2002). *Teaching Vocabulary* . England : Pearson Education Limited.

Xue, J. & Zuo, W. (2013). *English Dominance and Its Influence on International Communication.* Theory and Practice in Language Studies, 2262. DOI: https://dx.doi.org/10.4304/tpls.3.12.2262-2266

Yumniamatillah, F. (n.d). *Difficulties in Speaking English among the First Year Students of.* Anon: Universitas Muhammadiyah.