

ABSTRACT

The thesis discusses using mind maps in English language teaching. It explains what mind maps are and how to use them effectively. This thesis includes a theoretical as well as a practical part. The theoretical part offers two points of view of the problem – psychological and pedagogical. The psychological part deals with theoretical knowledge of memory and learning. In the pedagogical part, firstly learning styles in connection with mind maps are discussed; secondly some demonstrations of using mind maps in various English textbooks are presented. The practical part focuses mainly on new ideas. First chapter of the practical part shows various classroom or individual mind map activities that concentrate on different language skills. The second chapter is the most important section of the whole thesis as it introduces a new method for learning vocabulary via mind maps. Observations of four students using the method and reflections on it are offered in the following chapters. Finally, the results and conclusions of the observations as well as the advantages and disadvantages of mind maps in general are presented.