
Mind Mapping and Grammar Error Correction of High School Students in Vietnam: Current View and Perspectives

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Abstract

This article examines the effectiveness of mind mapping as a strategy for improving grammar error correction among high school students in Vietnam. Given that many students still struggle with core grammatical components, the study aims to explore how mind maps can be optimally utilized to support the acquisition of grammar knowledge and enhance students' accuracy in language use. The research specifically seeks to identify the cognitive and instructional benefits of mind mapping that enable learners to visualize grammatical structures, categorize rules, and minimize common errors. Methodologically, this study employs an extensive literature review and analytical approach, drawing on previous empirical and theoretical research to investigate students' difficulties in learning grammar and the pedagogical value of mind mapping. In addition, a design-based method was applied to systematize perspectives on constructing a structured educational course. This method includes organizing processes and steps needed to integrate mind mapping into grammar instruction effectively. The findings derived from theoretical analysis indicate several key outcomes. First, the study highlights the position of higher educational institutions in Vietnam regarding the integration of mind mapping as a solution to persistent grammatical errors, particularly those related to tenses, articles, and prepositions. Second, it proposes a detailed framework for an educational course aimed at addressing challenges in mind mapping application and grammar error correction among Vietnamese high school students. Third, it formulates essential research questions that guide further investigation into the use of mind maps in improving grammatical accuracy at the tertiary level. In conclusion, the study clarifies the developmental prospects of mind mapping as an effective learning tool for grammar improvement. Integrating mind maps across different stages of instruction and using them as supplementary learning materials can significantly enhance students' error correction skills. The findings offer a foundation for future research and serve as practical input for designing educational programs that strengthen grammar competence within the Vietnamese and Russian higher education contexts.

Keywords: *Comparative analysis, Educational course design, Grammar, Grammar error correction, High school students. Mind mapping.*

A. Introduction

The analysis of the literature on the current status of English learning among high school students provided an overview of an emerging problem. With a lack of suitable teaching and learning methods to acquire a large amount of grammar knowledge, students face a grammar-

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related problem that requires research to analyze and identify innovative and effective learning strategies.

Taking up a dominant status over other foreign languages in the national formal education system (Van, 2020), English has been promoted by the Vietnamese government in general and by the Ministry of Education and Teaching specifically. Numerous projects and research to enhance the quality of foreign language teaching, specifically to make English the second language in schools, have been facilitated (Ministry of Education and Training of Vietnam, 2025).

However, the analysis of the results of the English subject in the National High School Graduation Exam in previous years revealed quite worrying results. According to the Ministry of Education and Training of Vietnam (2024), in 2024, 906,500 students participated in the English exam, with an average point of 5.51. Notably, nearly 42.7% of students got under-average points. In 2023, 876,102 students sat the English exam. The average point was 5.45, and about 44.83% of the exam results were below average (Ministry of Education and Training of Vietnam, 2023). Overall, even though the results experienced a slight increase, they remained at a low level.

It poses a concern about the reasons why students' proficiency in English is not as expected. In English, grammar is a system of rules to structure sentences. Due to complex rules and exceptions, it can be challenging for learners. In a journal investigating learners' difficulties in learning English grammar, several grammatical problems appeared among students caused by poor knowledge and experience with lexis and grammar (Ajaj, 2022). Students may struggle to apply correct English grammar in English speaking and writing (Elturki, 2014). Therefore, grammar errors are considered a huge problem in learning English, which challenges both teachers and learners.

Regarding Vietnamese high school students, there are certain problems revolving around their grammar acquisition. The significance of the amount of grammar in the curriculum, together with grammar-dominated exams, results in students' habit of writing structures and rules mechanically and employing memorization strategies to remember (Duong & Nguyen, 2006; Viet, 2013). The wide employment of explicit teaching methods with a central focus on grammar and vocabulary leads to the overuse of grammar translation methods (Phan, 2018). The majority of the lesson is teacher talking time while students passively listen and take notes. Many grammar sessions lack communicative activities such as role-plays and problem-solving tasks (Nguyen, 2021). Additionally, the school time allocated for the English subject is fragmented, which limits students' opportunity for recall and reinforcement under teachers' guidance. Furthermore, the expectation of achieving good academic results puts pressure on students and creates their fear of making mistakes. Research on English learning anxiety revealed that when answering the teacher's questions or being corrected, students experience anxiety about negative evaluations (Le, & Nguyen, 2023).

Those problems lead to confusion among students when encountering exceptions or applying knowledge in real situations. Students are reluctant to use English, leading to errors not being fully addressed and gradually becoming fossilized in their language productions. Thus, even though students are introduced to different grammar knowledge, the potential of committing grammar errors is significant.

The question is, in what way can students improve their English grammar and ability to correct grammatical errors? Previous research proved that besides vocabulary enhancement, mind-mapping effectively contributed to students' grammar learning processes (Luangkrajang, 2022). Wibowo (2010) stated that it is an easy way to remember and extract information from

the brain. Through mind mapping, students can develop their abilities in memorizing, brainstorming, learning, and creativity (Danley, 2021). When creating a mind map, they have to find ways to present their ideas and the connections with diverse illustrations. They are required to be able to map what they know appropriately, contributing to the understanding and remembering of information. However, the implementation of mind mapping in correcting grammar errors among English learners has not been widely studied, especially in the context of Vietnamese education in a higher school.

This article is devoted to examining the effectiveness of the implementation of mind mapping in the grammar learning process. The goal is to identify the effective way to integrate mind maps in the teaching process. By the end of the research, a set of mind maps will be developed to help English teachers enhance the efficiency of grammar lessons, enhancing students' understanding and retention of grammar knowledge. To achieve the goal, the research aims to gain insight into common grammar errors made by high school students while demonstrating the advantages of mind maps in language learning in general and grammar acquisition specifically. This article will first cover the theoretical analysis of learners' educational difficulties regarding English grammar and the effectiveness of mind mapping. Then, the exploration of the practical use of mind maps is presented to provide a deeper understanding of how this method works in the real educational setting. Finally, educational (design of educational course) and research proposals regarding the problem of using mind mapping and grammar error correction of high school students in Vietnam will be outlined.

B. Methods

The following materials were used as the basis for the study: the problems of learning English grammar (Ajaj, 2022); Elturki, 2014); Duong & Nguyen, 2006; Viet, 2013; Phan, 2018; Nguyen, 2021; Le & Nguyen, 2023); the effectiveness of mind mapping (Luangkrajang, 2022; Wibowo, 2010; Danley, 2021); the application of mind mapping during the lessons (Hallen & Sangeetha, 2015; Fun & Maskat, 2010; Normawati, 2020; Palloff & Pratt, 2001; Lin & Faste, 2011; Kagan, 1994; Budd, 2004; Deslauriers et al., 2019; Tran, 2019; Arulsevi, 2017; Wong & Lim, 2022)

This study aims to gain insight into learners' educational difficulties when learning grammar and examine the application of mind maps in enhancing grammar error correction ability in different educational systems. To achieve this, literature review and research results are used as the main research methods.

The theoretical review presents theories related to the research problem. It is considered to understand the cause of grammar errors and how mind mapping could be used. Although this study primarily focuses on theoretical analysis, it will also review relevant data and studies from previous research. The research synthesizes previous research to gain practical data and evidence regarding the research topic. Theoretical studies on the effectiveness of mind maps in correcting students' grammar errors provide evidence of the effectiveness of the mind mapping in different contexts. Thus, strategies on how mind maps are applied to grammar correction are developed.

A design method is a tool that allows developers to create comprehensive and effective educational programs. Typically, such models describe all stages of work on an educational product, help to structure the process and not miss important points. The proposed course is planned to be developed according to the ADDIE model. The ADDIE model is a widely used framework in instructional design. It provides a systematic, five-step process for developing

effective learning experiences. The acronym ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. For the purposes of this article a possible design is designated.

C. Results and Discussion

Research has found that the three most common grammar errors among high school students in Vietnam are those related to tenses, articles, and prepositions (Le, 2024; Dan, 2019; Nhut, 2020). A study of 10th-grade students at Phu Yen High School discovered several grammatical errors in their 150-200-word essays. Verb tense and form, prepositions, and articles are the three most typical errors, accounting for 16.67%, 14.91%, and 8.34% of the total (Mai & Vien, 2020). Another study of 70 students' writings identified that grammar errors are the most common (64.60%), with prepositional errors accounting for 16.10% (Pham, 2022).

Incorrect verb tense usage is associated with the absence of this grammatical element in Vietnamese. The concept of tenses necessarily exists in Indo-European languages such as French, German, Italian, Greek, and English. However, Vietnamese belongs to the Mon-Khmer language group in the Austroasiatic language family, so whether the existence of tenses is recognized or not is unclear (Nguyen, 2020). While English has a sophisticated system of verb tenses that indicate time, aspect, and mood, Vietnamese verbs do not change based on tense but rely on time markers, leading to difficulty in distinguishing and accurately using English tenses.

Prepositions, an important way of conveying semantic and grammatical relationships between sentence elements, play a key role in the language system, requiring careful attention (Shustova & Khorosheva, 2020). This unit of grammar poses challenges to Vietnamese students when many of them omit, add, or misuse certain prepositions in expressing their ideas (Bui, 2021). Many Vietnamese structures do not require prepositions; however, when being translated into English, suitable prepositions must be used to indicate the connection. Conversely, some English structures do not have prepositions, whereas their Vietnamese equivalents necessitate their inclusion. In addition, Vietnamese students struggle with employing prepositions since the use of prepositions is also determined by the speaker's location in relation to the objects being addressed or referred to (Dang, 2015).

Articles are another area of difficulty for high school students in Vietnam. Articles including “a”, “an”, and “the” are determiners that function to specify if the noun is general or specific in its reference. Understandably, Vietnamese students made these errors as the Vietnamese language does not use articles. A study about the errors made in students' writing shows that 31.5% of errors in their essays are article-related errors, which is more frequent compared to errors in the verb phrase, clause, lexis, mechanics, or sentence (Nguyen, 2005). Students seem to utilize English articles randomly rather than in context. According to research about article-related errors, 104 out of 110 participants struggled in deciding when to use the definite article “the” and failed to explain the usage in certain cases (Nguyen & Nguyen, 2014). In another survey about article errors, more than half of the 83 participants expressed that they do not clearly understand how to use articles and cannot discriminate between articles “a”, “an”, and “the” (Nguyen & Dang, 2022).

In conclusion, English learners often use the wrong verb tense when it is required to understand the connection between activities in a sentence. The prepositions and articles are omitted, added, or misused in certain situations because of the lack of understanding in terms of meaning and usage. Besides, the differences between the grammar system in general and the specific uses of these grammar units in English and Vietnamese are significant, contributing to the necessity to instruct learners to get rid of these educational problems.

The application of mind maps in acquiring English grammar: the current view

An outstanding activity in the language lesson is creating mind maps. Nguyen (2019), an English teacher at Lang Chanh High School, describes her method in a report on the utilization of mind maps to improve teaching quality. The pre-lesson stage includes a mind map sample to provide students with a basic understanding of how to present and summarize lesson content. Students are encouraged to build their maps at home and are able to incorporate information from different resources. The teacher believed that if students translated certain terms in their maps, it would be beneficial for their retention. According to the report, mind maps are most frequently employed in pre- and post-lesson activities to draw learners' attention and consolidate lesson content.

Another teacher from Quang Loc school has exhibited a similar use of mind maps in English lessons. Particularly, she stated that at the beginning of the lesson, the teacher and students can draw mind maps together to generalize the primary content, while pre-drawn mind maps would be used at the end of the lesson to finalize and summarize the knowledge. Besides, students are encouraged to actively prepare and discuss with their peers or use mind maps as their learning materials (Hoang, 2022).

In the lesson plan presented by Ly (2012) for students in Ba Vi school, an activity where students create and present their mind maps is employed. After receiving feedback from their peers, learners started to improve and complete additional grammar assignments for further comprehension. The research using mind maps in teaching English grammar to grade-10 students determined that while students demonstrate their work, teachers can observe and correct if required. The researcher emphasized the necessity of pre-training to familiarize students with mind maps before requiring them to produce any. The assignments, including making mind maps before class and conducting a presentation, are highlighted as a valuable way to review knowledge.

Possible strategies to apply mind maps in learning English grammar in general and enhancing the ability to correct grammar errors for high school students in specific had been defined. With the significant advantages of mind maps in learning, it could be applied in a wide variety of activities at different stages of a lesson, including pre-lesson, during lesson, and post-lesson.

The application of mind maps before the lesson

Mind maps are believed to be a beneficial tool for teachers and students when preparing for the upcoming lesson. While teachers use mind maps to prepare a clear visual overview of the lesson content, students could take advantage of mind maps to prepare for the new lesson. Before the lesson, students can use mind maps to finalize what will be gained at the end of the lesson. To be more specific, teachers could give students a mind map about lesson objectives or introduce the next topic and require students to draw a mind map presenting their thoughts and expectations regarding the lesson. This activity will activate students' curiosity and motivate them to focus and achieve the lesson objectives. At the same time, it helps students remember the main ideas of the lesson content, thereby contributing to the memorization and association of detailed lesson content. According to Hallen & Sangeetha (2015), mind mapping is a great way for teachers to introduce new concepts along with the overall topics to the students. Being provided with that information before the lesson, students' confidence will be enhanced as they have an understanding of the lesson's structure and progression.

Additionally, teachers would give students a blank mind map with the new topic in the center. At home, students can complete the mind map based on their prior knowledge. This mind map could be updated during and after the lesson. This activity not only elicits students' prior

knowledge but also provides the teacher with insight into students' understanding. Moreover, reviewing the blank areas in the pre-lesson mind map helps learners identify important parts they need to focus on during the lesson, contributing to more initiative in learning. This student-centered mind map is proven to exhibit a significant increase in students' test scores (Fun & Maskat, 2010).

For example, before the lesson about "Past simple", teachers would give students a blank mind map or a mind map with the title "Past simple" and main ideas such as "Structures", "Usages", and "Signals" and require them to complete it at home. When looking at the mind map's structure, students will gain a general understanding of the topics to be covered during the lesson. Moreover, if they are required to complete the mind map using their knowledge, students may be able to fill in certain sections while identifying areas that require further exploration. This student-made mind map would be helpful for both teachers and students when being reviewed during and after the lesson.

The application of mind maps during the lesson

During lessons, the teacher could integrate a mind map into in-class activities. Specifically, a wide range of activities incorporating mind maps, including discussion, mind map creation, presentation, and exercises, could be organized in groups and individual tasks.

Firstly, discussion is a beneficial activity that could be organized at any stage throughout the lesson. A quick discussion at the beginning of the lesson using a pre-prepared mind map made by students helps teachers understand what knowledge is missing and what should be corrected or focused on. During the lesson, teachers could ask students to conduct a discussion to share or compare their mind maps. Beyond enabling students to strengthen their knowledge, this actively encourages critical thinking because they compare different mind maps and argue for the correct information. At the end of the discussion, teachers finalize the contents with clear explanations, as it is beneficial to conduct a class discussion to share ideas in which the teacher delivers the material by giving linear explanations to the students (Normawati, 2020).

Secondly, teachers could facilitate the mind map drawing activity after introducing important points of the lesson content. By doing so, the collaborative relationship between the instructor and students can be established as the instructors play the guiding role in helping learners construct their mind maps (Palloff & Pratt, 2001). Students are required to create a complete mind map including important points they have learned during the lesson, as shown in the figure below:



Figure 1: Example of a mind map about prepositions of time (Engames, 2014)

There are positive evaluations about the mind map in the classroom, especially the collaborative one, when students work together to create a mind map. Notably, Lin & Faste (2011) showed that collaborative mind mapping improves group dynamics, idea organization, learning achievement, and efficiency. It is significant that as the group interaction is not tightly structured, the participants of the group members are different. Therefore, when students are required to work in groups to create a mind map, it is important to foster equal participation among students by applying cooperative learning strategies. Teachers must circulate among groups to promptly address problems or provide prompts to help students broaden their thinking. Teachers could include a roundtable structure in the brainstorming phase, allowing students to take turns contributing to the group work. Individual accountability could be established by including a brief presentation of the mind map to the class with one randomly chosen group member as the presenter (Kagan, 1994). In an article about mind maps as classroom exercises, Budd mentioned that in his class, students will be given a specific time to complete a mind map in groups. When finished, their mind maps will be shown on the classroom bulletin board for further review and discussion (Budd, 2004). This way of learning positively affects students' learning experiences.

Besides, while helping students become familiar with the grammar knowledge, educators could discuss and create a real-time mind map highlighting common errors related to these grammar structures. Take an example mind map about the present perfect tense; the central idea will be "Present perfect errors". From the central topic, students are required to develop primary branches naming the type of errors such as "forms" and "usages". The second and third branches include incorrect and correct examples of present perfect tense with the explanation next to them. By discussing and drawing mind maps about grammar errors, students will memorise correct forms of grammar rules better, reducing grammar errors. Moreover, through these mind maps, students are required to explain the incorrect use of certain grammar units. Consequently, they will develop a deeper understanding of the grammar rules and be more careful when doing grammar-related tasks.

Below is an example of a mind map about common errors and corrections of the present perfect tense. There are slight differences from the above example; however, the important information about the errors, corrections, and explanations is similar.



Figure 2. Example of a mind map about grammar errors and corrections (Engage, 2014)

Furthermore, teachers may instruct students to create a mind map that incorporates strategies for addressing grammar errors. Once common errors that students might encounter in grammar exercises are identified, it would be advantageous for the class to engage in a discussion to formulate strategies for managing these errors. Subsequently, students are tasked with designing a mind map to visually represent this information. Accordingly, the central topic will be “ways to avoid errors” or “strategies to avoid errors”. Branches include information about those strategies, such as “Looking at surrounding words”, “analyzing context”, etc. Examples can be provided to help students better visualize the instructions.

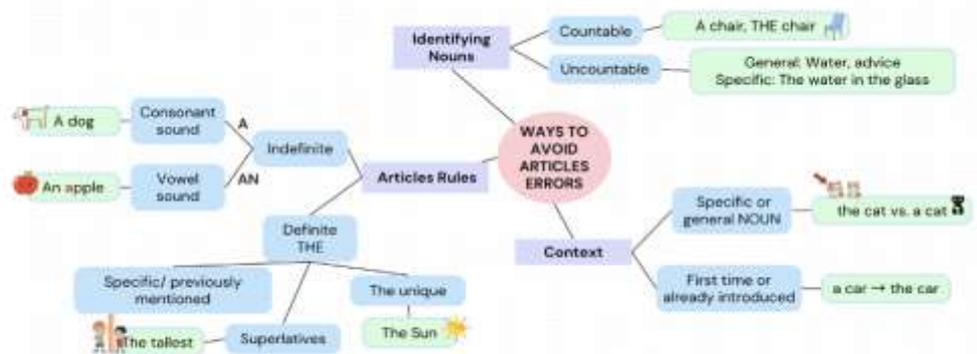


Figure 3: Example of a mind map about strategies to avoid grammar errors

To master grammar, it is essential to be able to explain the structures and rules of certain grammar topics. This mind map includes the strategies that help students notice and avoid making incorrect usages of the grammar unit. By joining the discussion and drawing activity, students will be active in acquiring and applying the knowledge. Previous studies showed that students learned more if they participated in classroom activities (Deslauriers et al., 2019). Besides, those strategies also contribute to the improvement of their reflexes when encountering grammar knowledge. Once they have memorized these strategies, they will form the habit of identifying supporting factors such as word types and context to make more accurate grammar choices.

Furthermore, students can use their mind maps to compare grammar points. It is a powerful way to create relationships, differences, and similarities between important grammar knowledge. This mind map helps students to identify and clarify when to use different grammar points while enhancing their critical thinking skills, especially when they do grammar exercises.

Kiesel and others in their research, subjects with an FMS total score below 14 points are more prone to sports injuries. As can be seen from the figure, there are 9 people with scores below 14 points, which is half of the team. The highest score is 17 points, and only one person achieved it. This indicates that the overall level of the team members is not high, and the quality of performing the FMS movements is poor. The likelihood of sports injuries is very high.

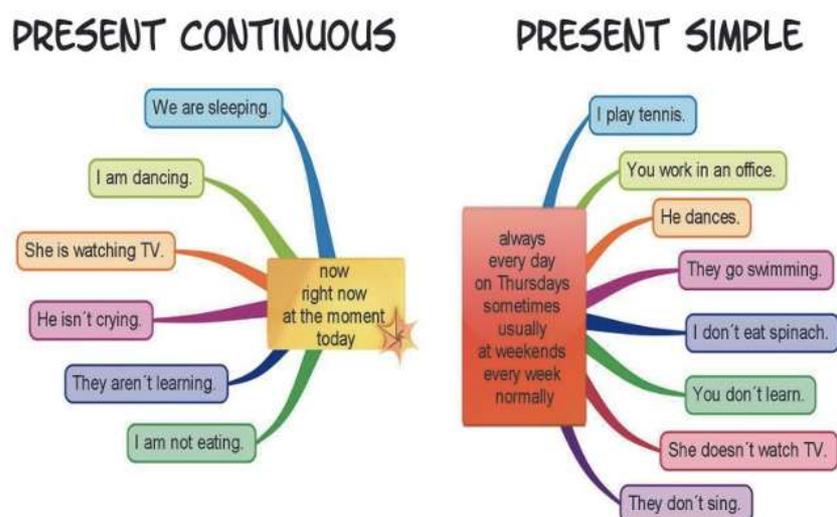


Figure 4: Mind map to compare the present continuous and present simple tenses (Engames, 2016)

After creating a mind map, students might be required to present their product to the whole class. While presenting their mind map, presenters will have a chance to strengthen their knowledge and foster their memory. Additionally, if students share their mind map about errors and corrections with their class, other class members could reflect and learn from other experiences. They can also contribute their ideas to help each other deal with certain errors more effectively. The mind map is believed to be a roadmap, ensuring the presentation is easy to follow and visually appealing. By doing this, students can not only acquire English grammar but also share their knowledge with their peers in their way and review the information actively (Tran., 2019).

At the same time, with the visual help of mind maps, listeners will be more engaged in the presentation. According to Arulselvi (2017), mind maps act as visual information providers and encourage the audience to engage with the material that is being presented. Thus, it erases boredom among learners when listening to others' presentations. Through presenting activities, teachers can evaluate students' comprehension and provide further explanations if necessary.

Moreover, during the lesson, teachers could instruct students to complete a wide range of grammar exercises with the help of mind maps. After learning a grammar unit, students are allowed to use a mind map presenting that grammar unit as a learning material to complete grammar exercises. For example, based on the mind map, students can identify mistakes in the mistake identification exercise; they can choose the correct form of the verb to fill in the blank or use correct articles in certain cases.

At the same time, when doing grammar exercises, teachers could require students to update their mind map with their examples or errors. By completing the mind maps about grammar errors and corrections with their personal experiences, students will be able to gradually remember the structures and rules. It is a good chance for them to learn from their mistakes. The research about errors and meaningful learning by Wong & Lim (2022) revealed that learning through personal errors contributes to the improvement of memory and test performance.

The Application of Mind Maps after the Lesson

After a grammar lesson, teachers can ask students to make mind maps about the lesson's contents to review in groups or pairs. It is believed that a great way to use mind maps for

assessment is to ask students to express their ideas about a topic in a mind map before and after a class (Arulselvi, 2017). Thus, it is crucial to let students do the reflection on what they have learned based on the pre-lesson mind map if they are required to create it in the pre-lesson stage. Through this activity, teachers can monitor the students' understanding so that it will be more convenient to identify students' challenges with the grammar topic. Besides, it is necessary to encourage students to continue reviewing and developing their errors and corrections mind map as a way to make their learning meaningful.

In conclusion, mind maps would be a beneficial tool for grammar learning, especially when educators can create chances for students to actively participate in learning activities. Through structured activities, teachers can ensure equitable participation and individual accountability, maximizing the benefits of mind mapping in educational settings.

The findings demonstrate the significance of mind mapping in gaining grammar knowledge generally and correcting grammar errors in particular, particularly errors related to tenses, articles, and prepositions. Thanks to mind maps, learners could present abstract knowledge visually and systematically, boosting their understanding and retention. However, applying mind mapping techniques requires educators to consider and adjust to suit students' proficiency and the grammar knowledge they learn. To make the most of the advantages of mind mapping, teachers should first introduce the mind map's structure to students. Once they understand how mind maps are organized, it will be easier for them to read or create their mind maps, presenting diverse grammar points. Additionally, it is crucial to identify when and how to apply mind maps during a lesson to engage and motivate students. Moreover, in the context of technology advancement, mind maps should be promoted digitally, together with the traditional hand-drawn ones, to enhance students' learning experiences.

It is essential to acknowledge that solving grammar difficulties depends not solely on teaching and learning methods but also other factors such as students' preferred learning style, severity of grammatical errors, etc. In this research, the author focuses on three common grammar errors made by high school students. Thus, it might not give a broad overview of the effectiveness of mind maps in the English grammar system. However, it would be the basis for future research to explore the long-term effect of mind map usage on a larger amount of grammar acquisition. It is suggested that further research would strive to explore these teaching and research questions:

Considering the findings from this survey helps the course developer make effective adjustments for the grammar course. Specifically, the course goals and objectives will be closely followed as defined to address the needs of the target audience. The course aims to help students systematically understand grammar rules and structures so that they can effectively apply them in productive tasks without making errors. *The course* is expected to assist students in improving their academic results.

The *initial goal* is about grammar knowledge. By the end of the course, students will develop a comprehensive understanding of English grammar structures and rules. The second goal addresses the issue of learning methods. Students will cultivate an effective learning method to learn grammar. Particularly, after the completion of the course, learners will use mind maps as a learning support tool. The last goal of the course is related to soft skills, aiming to help students improve their critical thinking.

While the course goals are general expectations, the *learning objectives* are more specific, showing what learners will be able to perform as a result of educational activities. The learning objectives are developed in alignment with the course goals, ensuring that learners will achieve the defined course goals. Accordingly, the first goal would be achieved through three learning

objectives. The first learning objective is to equip learners with the necessary knowledge to achieve a B1 level of grammar, as defined by the CEFR. Besides, students will be able to identify and correct grammar errors. Moreover, they will develop the ability to use the correct grammar in productive tasks. To help learners reach the second goal, two learning objectives are developed. Particularly, learners will be able to analyze grammar structures and present the differences as well as the connections between grammar topics. Similarly, two learning objectives are formulated to support the final goal. Learners will be able to understand the structure and elements of mind mapping. Besides, they are capable of developing their mind maps to present different grammar structures and rules.

High school learners demonstrate their preference for collaborative work. They are interested in working with their peers to solve a problem or complete a task. Thus, to diversify learners' learning experiences and enhance their interest in learning, the course developer decided to use the collaborative approach. It allows learners to work with different class members, fosters a mutual learning environment, and improves their teamwork skills. Moreover, the advantages of a collaborative approach in learning are significant. It is believed to enhance work productivity and efficiency by encouraging learners to support each other as a group. Collaborative works also enable learners to learn from each other and foster communication and self-expression. Another beneficial approach utilized in the course is game-based learning. High school learners demonstrate their interest in game-based activities, which require them to complete certain gamified tasks to gain a reward. Moreover, the problems regarding stress levels and the reduction of learning motivation in grammar lessons could be addressed by game-based learning. As a result, the game-based approach is employed, aiming to enhance active engagement and reduce their learning anxiety. In terms of the course mode, the course developer decided to combine different modes of delivery. To be more specific, the combination of self-study and online lessons is used, offering learners the flexibility of self-paced learning while benefiting from timely support and interaction with the educator and their peers. This selection is in alignment with the needs analysis, which indicated learners' preferences for interactive and technology-supported learning experiences. This course mode provides learners with the opportunity to promote independent and group work in learning, which is closely related to the chosen approaches. Particularly, the game-based approach is integrated into the self-study section, reducing the possibility of students feeling bored when having to learn dry grammar knowledge by themselves. On the other hand, the collaborative approach is employed throughout online classes with the teacher, which include a wide range of group-based activities. Thus, it enables online collaboration and peer feedback, ensuring that the selected approach is fully utilized in the chosen mode.

The scenario is important as it frames the course, contributing to the engagement and appeal of the course. In this course, learners will first take the role of independent grammar explorers through self-study sessions. Interactive games and mind maps of grammar enable students to learn the grammar structures and rules individually. After that, they will complete grammar exercises to reinforce their understanding of the new knowledge. Once they finish the self-study session, learners participate in an online lesson with the instructor. This is a chance for them to review their acquired knowledge and discuss and formulate strategies to eliminate grammar errors. In this lesson, they will continue to practice with more practice and productive exercises, which enhance their grammar proficiency as well as productive writing.

The learning activities in the course are formulated based on Bloom's taxonomy, following six levels of thinking (remembering, understanding, applying, analyzing, evaluating, and creating). The exercises are organized systematically, from low to complex applications, helping students gradually grasp new knowledge and confidently use it in real situations.

Learning activities for self-study sessions

Students will start each lesson in the course with a self-study session. A template of the brainstorming mind map is provided to activate students' prior knowledge. To not overwhelm students and encourage them to complete the task, the brainstorming mind maps are partially completed, including one to two example notes, keywords, or icons. Learners are able to develop other brainstorming mind maps digitally or manually. They are not required to provide a fully completed mind map at this stage. Instead, they could mark the unsure parts to reflect and update during the lesson under the teacher's instructions. Figure 5 illustrates the brainstorming mind map of the lesson about the present continuous tense.

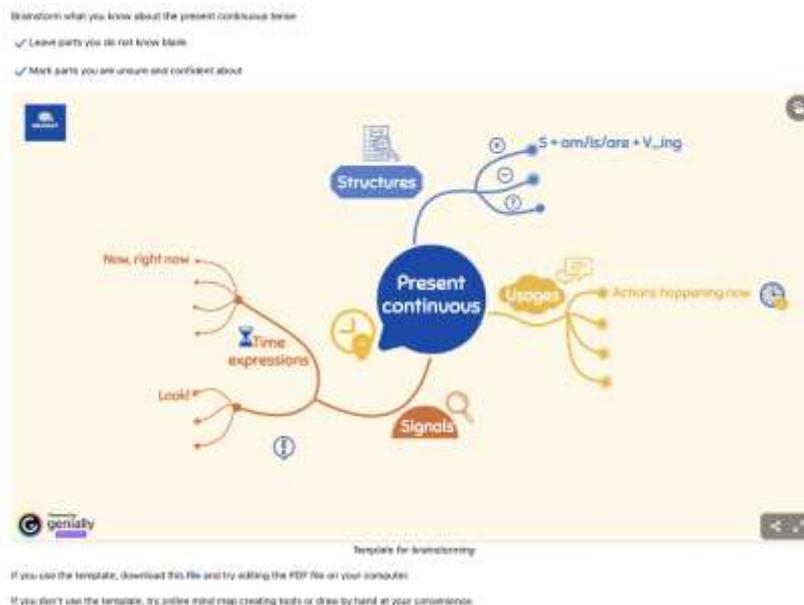


Figure 5. Self-study - Brainstorming activities

The exploration of the grammar topic of the lesson is facilitated in the next learning activity. Learners are introduced to grammar structures and rules, establishing a fundamental foundation for the whole lesson. To make self-study engaging and help learners retain the knowledge better, a combination of mind mapping and games is employed in this activity. A remarkable feature is that the questions in the game are related to the mind map of a certain grammar topic. For example, when completing the games, they have to complete a missing branch of the mind map or put an example in the corresponding branch to make the mind map well-organized. At the end of the game, they will receive a full, interactive mind map on a grammar topic as a reward to explore. Students are expected to spend around fifteen minutes playing the game and exploring the mind map. Therefore, each time they play the games, they could review grammar structures and rules visually and creatively, helping them to retain the knowledge more effectively.



Figure 6. Self-study - Learning activities for remembering (grammar rules)

For grammar topics that include the alteration of the verb to another form, learners will be provided with additional activities to familiarize them with the verb ending modification. Specifically, students are expected to study the mind map demonstrating how to change bare verbs into verbs ending with “s” or “es”, verbs ending with “ing”, and “ed”. This task aims to help learners use the verb form correctly, enhancing their understanding of grammar principles.

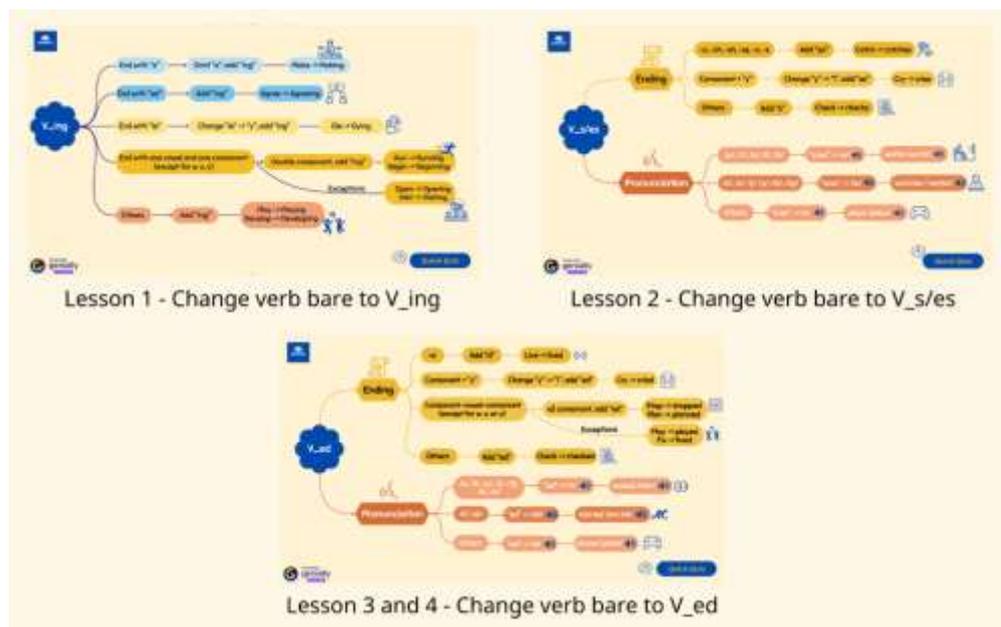


Figure 7. Self-study - Learning activities for remembering (verb ending rules)

The next learning activities are designed to reinforce the memory of knowledge. While completing these activities, learners are expected to recall knowledge they have acquired to give the correct answer. Figure 8 shows two activities to help learners remember the structures of the present continuous tense and the process of changing bare verbs to their present participle form.

Accordingly, students will complete a multiple-choice quiz on grammar structures and rules and a verb transformation task.

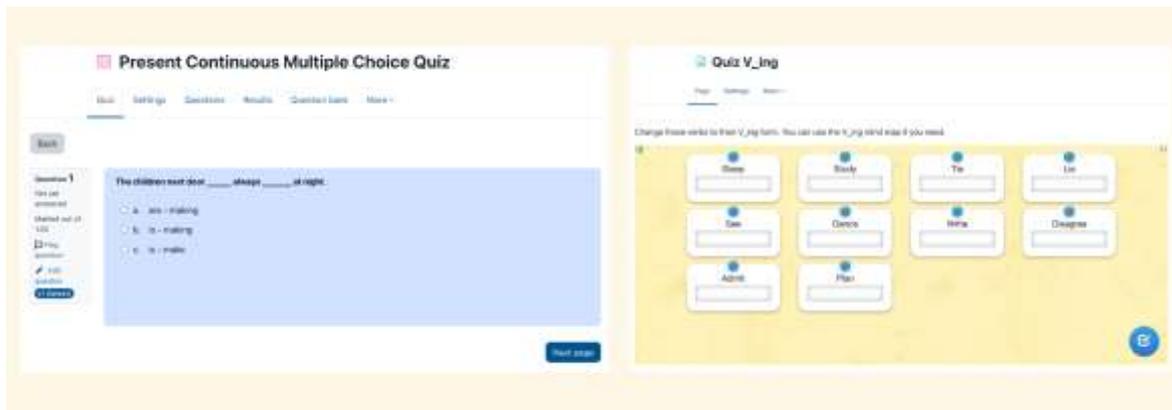


Figure 8. Self-study - Learning activities for remembering (grammar and ending rules)

To check students' understanding of new knowledge, learning activities such as fill-in-the-blank and matching are delivered. These activities require learners to demonstrate their understanding by recalling and identifying the appropriate structure. This serves as the foundation for more advanced production activities.

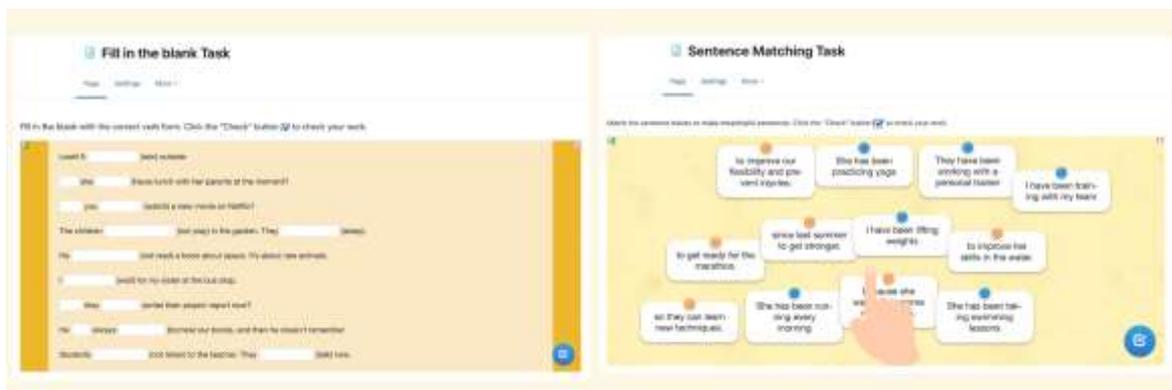


Figure 9. Self-study - Learning activities for understanding (grammar structures)

In the self-study session, learners will practice applying grammar at the sentence level to make their learning practical. The requirements for this activity are diverse, including writing sentences to describe pictures, reporting a quick survey or interview, and answering questions, as shown in Figure 10.



Figure 10. Self-study - Learning activities for applying (at sentence level)

Learning activities for online lessons

In the online lesson with the teacher, learners will participate in higher cognitive learning activities. Their understanding of the proper usage of grammar and their critical thinking skills are reinforced through discussions and collaborative mind map creation activities. Particularly, the teacher will conduct a discussion to elicit categories of grammar errors. Then, students will practice classifying grammar errors according to their corresponding categories. This activity attempts to help learners understand different types of grammar errors they might make when using a grammar topic.

PRESENT CONTINUOUS TENSE

Let's get started!
Look at the pictures and describe what they are doing now?



How to avoid errors



1 Read the following sentences. Each one contains a mistake related to the present continuous tense. Underline and classify the mistake.

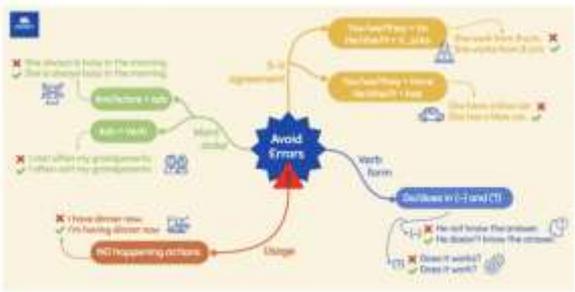
- Jane and Mary is playing the piano at the moment.
- He presenting his work to the teacher right now.
- I'm liking to play badminton so much.
- She is watering her sunflowers every morning.
- They are drawing a mind map at this time.
- She are working on her laptop now.
- My brother always is throwing his clothes on the floor.
- They now is going to the book store.

Legend: S-V agreement, Verb form, Usage, Word order

PRESENT SIMPLE TENSE

Let's get started!
Discuss and share:
• How do you often spend your time after school?
• Do you use the present continuous tense to answer that question?
What do you think about the use of the present simple and the present continuous?

How to avoid errors



1 Read the following sentences. Each one contains a mistake related to the present simple tense. Underline and classify the mistake.

- They often studies in the school library.
- Right now, I have online English class with my native teacher.
- Her mom celebrate a big birthday party for her every year.
- My brother is going for a walk every morning.
- They not go to the park with me in the afternoon.
- The teacher prepares the lesson plan often.
- Does your friend goes to school by bus?
- I seldom am free on Monday mornings.

Legend: S-V agreement, Verb form, Usage, Word order

Figure 11. Online lesson - Learning activities for understanding and analyzing (types of grammar errors)

After familiarizing themselves with types of errors, learners will work in groups to develop a mind map outlining strategies for the avoidance of errors while using certain grammar structures. This activity promotes learners' ability to analyze, evaluate, and create a learning product in a group. Learners have to reflect on their grammar mistakes and categorize them accordingly. At the same time, they are expected to propose meaningful strategies to eliminate grammar errors.

 **Work in groups of three, create an Avoid Errors Mind Map**

The mind map should include:

- At least 2 errors the group members have made per category
- The correct versions of the errors
- Tips to avoid making the errors

 **Share your group work**

Figure 11. Online lesson - Learning activities for evaluating and creating (mind map creation)

To facilitate further practice, a range of tasks, including arranging words, matching, and identifying mistakes at the sentence and paragraph levels, are assigned to learners. These learning activities require students to apply their knowledge of grammar, as well as strategies to avoid errors, to analyze, evaluate, and provide the correct answer.

2 Rearrange words to make correct sentence. Change the verb form if needed.

- be / your sister / study / for her exam / this week?
→ _____
- always / He / be / make / the same mistake.
→ _____
- be / The weather / get / hotter / these days.
→ _____
- be / They / plan / a trip / to Da Nang / next month?
→ _____
- be / My father / fix / not / the car / at the moment.
→ _____

3 Identify one mistake in each sentence below

- Is she goes to the market now?
→ _____
- We watching a documentary about animals.
→ _____
- They is studying for the math test.
→ _____
- My brother not playing video games in his room.
→ _____
- What you are doing right now?
→ _____

4 Read, circle, and correct 7 errors in the letter.

It is break time now. Everyone is very excited. Some students plays football in the schoolyard. Anna and Linh is eating snacks near the canteen. A group of boys run around and shouting loudly. One girl draws pictures in her notebook. The teacher are watching the students from the window. I listening to the music with my best friends. Everyone have fun before the next lesson starts. I love break time because we can relax before new lesson.

5 Fill in the blank with correct verb form

My name is Anna, and I _____ (live) in a small town. I _____ (work) at a bookstore, and I really enjoy it. Every day, I get up at 7 a.m. and _____ (have) breakfast with my family. I _____ (not/drive) to work. I _____ (walk) because it's close to my house. At the bookstore, we _____ (sell) books, magazines, and some gifts. We _____ (not/open) on Sundays, so I always _____ (spend) that day with my family. _____ you _____ (read) a lot of books? I read one or two books every month. It _____ (help) me learn many interesting things.

6 Identify one mistake in each sentence below

- She don't like playing tennis on Sundays.
→ _____
- He doesn't knows how to solve the problem.
→ _____
- She always is so busy in the morning.
→ _____
- The train arrive at 8:00 every morning.
→ _____
- What time you usually wake up?
→ _____
- Does your brother has all data for his survey?
→ _____

7 Read the letter below, circle, and correct 8 errors in the letter.

Dear Alex,
I am write to you from my hotel in Paris. The weather is beautiful and the sun shine. I stay here with my parents for a week. Every morning, we are going to a small cafe near the hotel for breakfast. My dad always is drinking coffee, but I prefer tea. Right now, my mom reads a book and my brother plays a game on his phone. We usually visit museums in the afternoon, but today we take a boat tour on the river. Paris is a wonderful city? People speaks French, but many of them understand English too. I really enjoying my trip.
See you soon,
Anna

Figure 12. Online lesson - Learning activities for further practice

At the end of each lesson, students are expected to write a short paragraph on the lesson topic, revolving around daily and past habits, health and fitness, planning for the future, and describing places and time. In this learning activity, learners must demonstrate their ability to apply grammar correctly in real-life situations. Furthermore, peer feedback is promoted, providing students with the opportunity to analyze and evaluate the use of grammar as well as to learn from each other. Particularly, students are assigned to give feedback on their peers' work based on the list of criteria. To ensure that students are able to give constructive feedback to their peers, feedback from teachers in previous activities (sentence writing and brainstorming mind maps) is provided as a sample. The educator ensure the quality and structure of the feedback given to students so that they can develop similar feedback for their friends. Based on this feedback, learners will continue to revise and rewrite the final version of their writing.

Writing - Last Summer Holiday

Forum Settings Advanced grading Subscriptions Reports More

Write a short paragraph (80–100 words) about your **last summer holiday**. Use the past simple tense and other tenses you have learned to make your writing clear and interesting.

Suggestion:

- Where did you go? How long?
- Who did you go with?
- What did you do?
- How was the weather?
- Did you enjoy the trip?

Choose a peer of your friend and give a peer check

- Read your friend's writing carefully.
- Check if the sentences are clear and easy to understand.
- Look for grammar mistakes.
- Check spelling and punctuation.
- If you find a mistake, kindly tell your friend and help them correct it.
- Say something you like about your friend's writing.

Figure 13. Online lesson - Learning activities for creating (writing)

Further comparative research. The comparative analysis is employed to analyze the effectiveness of mind mapping as a learning tool to enhance learners' understanding and retention in English lessons in Vietnam and Russia as part of the trend of Russia's turn to the East. «Russia's turn to the East» means a change in foreign policy strategy associated with a reorientation towards the countries of the Asia-Pacific region. This process began at the beginning of the 21st century and intensified after 2014. It is essential for further study, which is expected to identify how teachers in two countries integrate mind mapping in teaching Vietnamese and Russian grammar (based on the key ideas of the suggested course above) in three languages educational course. This analysis contributes to the conclusion of which are the optimal ways of mind mapping to support students' understanding, retaining, and applying grammar knowledge while providing insight for educators to adjust and finalize an effective teaching method: what is the long-term effect of mind mapping on grammar acquisition across different levels of education (primary, secondary, university)? How can mind maps be tailored to accommodate various learning preferences (such as auditory and kinesthetic) for optimal grammar learning outcomes? How do cultural and linguistic backgrounds affect students' reception and effectiveness of mind mapping in grammar lessons?

The use of the comparative method will allow us to determine a number of conditions, the observance of which is necessary to ensure the degree of reliability of the predicted course. These conditions include: the presence of similar, transferable and non-transferable features in comparable models. Thus, the selected educational course can be described as follows: the common features of such courses for students from Vietnam and Russia will be the object, subject, structure, focus, target guidelines, implementation mechanism, type of programs, etc.; assessment of existing restrictions on the transfer of educational courses for Russian and Vietnamese students related to organizational and regulatory (program duration, availability of departments within the university implementing these programs, etc.) and socio-cultural (mass student population, intercultural contacts, etc.) characteristics of the countries; despite the presence of common features of educational courses for Russian and Vietnamese students, some of these features, when transferred, undergo qualitative changes associated with the specifics of the educational environment of universities in the two countries.

D. Conclusion

Within the study framework, it emphasized the need to develop effective, creative teaching mechanisms to address the issue of language learning among high school students in Vietnam. To answer the question of in what way students in Vietnam can improve their English grammar and ability to correct grammatical errors, it was crucial to analyze and identify common grammar errors, to specify the current teaching tools to use mind mapping while correcting grammar errors, to understand their underlying causes, and to recognize the role of mind mapping in grammar learning. This study proposed an educational course for the application of mind mapping to facilitate students' knowledge acquisition and retention in a creative, systematic, and effective manner. From this perspective, the study is useful from a practical point of view - in an attempt by the authors of this study to offer their vision on the design of ADDIE course for students of higher education institutions in Vietnam. From a theoretical point of view, the study is interesting in that it expands the Vietnamese author's vision of the problem of using mental maps to overcome grammatical errors, while also offering visions of using the comparative method with the aim of integrating Vietnam and Russia regarding the design of a trilingual course, which is important for both countries (in particular, for Russia in the context of Russia's turn to the East).

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