

The application of mind map to English vocabulary teaching in junior high school

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Abstract

Mind map is a visible diagram of picture to inspire divergent thinking in order to fulfill one's potential. Mind map plays a critical role in the development of students' creativity and thoughts. This essay applies the mind map to English vocabulary teaching in junior high school, analyzing the concept of mind map and the present situation of mind map research in vocabulary teaching, discussing the advantages of using mind map to teach English vocabulary and then putting forward some strategies of applying mind map to English vocabulary teaching in junior high school.

Keywords: mind map, english teaching in junior high school, vocabulary teaching

1. Introduction

It is important for junior high students to grasp the numerous vocabulary, which lays the foundation for the further English study. Only when students know a relatively large number of words, can they improve the reading and writing skills effectively and efficiently. However, the traditional way to teach vocabulary put a lot of emphasis on memorizing and dictating, ignoring the divergent relation between English words. So, most of the students forget the memorized words easily and feel that it is a heavy burden for them to memorize words. To apply the mind map to the vocabulary teaching can realize the long-term and sustainable study of vocabulary as well as enhance the efficiency of vocabulary learning greatly to improve their English ability.

2. The Theory of Mind Map

Mind map is the typical representative of divergent thoughts, introduced by Tong Buzan, the well-known Britain educationist, in 1960s. In vocabulary teaching, the characteristic of mind map is to start from a key word and then extend as several different branches with different relative words. The elements such as literary words, color and figure will help to complete the mind map to reflect the whole process of thinking of brain. Since the mind map had been introduced, many scholars and researchers from various fields show their keen interest on the mind map. The application of mind map to educational field is more extensive. In Britain, The mind map has been the compulsory course at the compulsory education stage; In Singapore, The mind map has been into the class of primary school and junior high school. In America, the mind map has been the compulsory teaching tools both in primary schools and junior high schools. What's more, the educational institutions in German Japan Mexico Korea and so on has also conducted systematic research and exploration. The research of mind map in our country start in recent years far late than the foreign countries.

3. The Advantages of Mind Map to Teach Vocabulary in Junior High School

The key point of mind map is extending several branches from a key word, which is a concrete and specific type of showing the process of thoughts. The application of mind map in education is of great significance and it indeed has a wealth of advantages compared with the traditional teaching methods.

2.1 Mind Map can Inspire Students' Keen Enthusiasm

Mind map embraces the characteristics of simplicity and conciseness. It can help students to construct the initial knowledge system. Also, the students in junior high school have the great curiosity and they will be willing to accept and use mind map to study vocabulary. Let's take the module 3 of compulsory textbook 1 of junior high course as an example. The topic of this module is "My First Ride on a Train". Teachers can ask students to think and imagine from the word "train" to other means of transportation, such as bicycle, bus, ferry, taxi and so on. Then, from the ways of transportation, students can describe the feelings, frequency and others. Students design a mind map by themselves and present it, which can make them more positive and active when learning vocabulary and experience much more fun.

3.1 Mind Map can deepen the Memory of Words and Enhance the Efficiency of Vocabulary Learning

Many words in English have relations between them. Therefore, if students learn and memorize them one by one separately, it will takes a very long time and finally those words are easy to be forgotten. The color, picture, words of mind map can apparently show the relations between targeted words. The mind map can inspire the divergent thoughts of students, leading them to construct their own knowledge webs. As a result, their efficiency of learning English vocabulary will be, to a very large extent, improved, especially when they apply those words to writing and reading. What's more, there are numerous synonyms and antonyms in English. Even if

students can memorize those synonyms and antonyms, It is difficult for them to use them correctly in writing and comprehend them in reading. Mind map can help to solve this problem. Let's take "affect" and "effect" as an example. Teachers can design the mind map from the similar point of those two words with different branches showing the difference.

3.2 Mind Map can help to improve the Vocabulary Teaching Efficiency

After using mind map to teach vocabulary, teachers only need to present the picture of mind map to students. With mind map, the vocabulary needed to be taught can be showed directly. Students can easily get the key points and quickly memorize them, which can enhance the efficiency of classroom greatly.

4. Conclusion

All in all, teachers should apply mind map to the vocabulary teaching. With the visible function of this mind instrument, teachers can help to reinforce the ability of memorizing and comprehending. In the teaching practice, teachers also should pay attention to the specific aspects of mind map, using mind map flexibly and grasp the critical period of junior high students to enhance the efficiency of English vocabulary study.

5. References

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