

Exploring the Application of Mind Maps in High School English Reading and Writing Class

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Abstract

Discourse is the main vehicle for language learning, and both reading and writing instruction in high school English are conducted in discourse. The appropriate use of mind maps to assist English reading and writing classroom teaching can help students understand the content of the text, sort out the textual context, and refine the organizational structure of the discourse. In the process of deconstructing the discourse, the mind map can make the logic of the discourse clearer, and cultivate students' deep thinking while acquiring the surface information of the discourse, laying the foundation for students' subsequent writing.

Keywords

Mind Maps; High School English Reading and Writing.

1. Introduction

In daily life, language skills are used in an integrated way. Language skills can be divided into comprehensive skills and expressive skills, with English reading being a comprehensive skill and English writing being an expressive skill. Both are complementary and mutually reinforcing in the process of language learning and use. The purpose of integrating mind maps into high school English reading and writing classes is to explore how high school English teachers can better guide the input and output of students' language knowledge and skills through mind maps, on the premise that English reading and writing discourse are the same topic.

2. Organization of the Text

2.1. Interpretation of the Mind Map

Mind mapping is a graphic thinking tool introduced by the British scholar Tony Buzan in the 1960s. For Tony Buzan, mind maps are visual representations of thought and a universal key to unlocking the brain's potential. Other scholars see mind maps as a visual, nonlinear thinking tool composed of lines, colors, and shapes that stimulate and organize thinking by presenting visual thinking. In teaching English discourse, teachers can use the simplicity, systematicity, and logic of mind maps to help students sort out the logical structure of texts, decipher the author's writing thinking, and improve learning efficiency.

3. The Application of Mind Maps in High School English Reading and Writing Class

In the English teaching classroom, the correct use of mind maps can help students develop effective reading skills and strategies as well as build scaffolding for writing expressions, thus achieving the goal of reading to promote writing.

Before the formal reading, teachers can organize students' brainstorming on the topic of the discourse, then organize students' responses on the board, and present students' answers by using the mind maps to construct a thinking vocabulary list. Most of the vocabulary in the

thinking vocabulary list is what students have already learned. In this step, students can recall what they have learned before and provide a scaffold to build a bridge of the prior-knowledge to the new lesson, so that they can have a better state to be engaged in this class.

During the reading process, teachers can guide students to expand students' thinking vocabulary lists by asking them to accumulate more useful vocabulary related to this topic from the text according to their individual learning needs. For this reason, students can use the mind map to summarize words of the same topic type to form a vocabulary framework and build vocabulary for writing. In addition, in the analysis and explanation of the text, teachers can also let students read and draw mind maps to help them refine the way the text is constructed, guide them to sort out the framework structure, and develop their abstract generalization ability and logical thinking while understanding the content of the discourse to achieve deep learning.

After students finish the work in reading part, teachers can assign writing topics related to the reading discourse for students to discuss in small groups, thus completing the transition from reading to writing as two instructional activities. After students share their ideas, the teacher can provide time for students to try to draw their own independent mind maps. As other students share their mind maps, students can continue to add and improve their own mind maps based on their own ideas. This process can help students gain a deep understanding of discourse coherence and articulation so that they have a clear framework before they begin writing.

Students can determine the writing framework for their writing based on the mind map they have drawn. In the writing process, students have their own writing framework as a discourse structure and a thinking vocabulary list to provide language knowledge and vocabulary expressions. Therefore, mind mapping is beneficial to a certain extent in helping students to solve the problems of lack of vocabulary and disorganized logic of the text in the English writing process. Teaching writing in this way not only provides opportunities for students to apply the vocabulary and writing methods they have learned in reading to their own writing output, but also allows students to more accurately comprehend the use of vocabulary in the discourse contexts they create, broaden their thinking about writing, and improve their writing.

4. The Significance of Applying Thinking Maps in High School English Reading and Writing Classroom Teaching

Using mind maps to assist in teaching English discourse, mind maps can present the structure of discourse in a visual, intuitive, and logical way, which can help students quickly understand the content of discourse and improve their literacy skills.

4.1. Thinking Maps are Good for Developing Students' Reading Comprehension Skills

When students use the mind map to interpret the text, they need to identify the central topic of the text, i.e., the theme, and then continue to deconstruct the discourse under the guidance of the teacher's teaching. After the main idea of the text is clear, the structure of the text is sorted out, and the inner connection between the parts of the text is clarified to help students grasp the details. The use of mind maps in the English reading and writing classroom not only helps students to clarify the context of the text, but also helps them to accumulate vocabulary of the same topic and form a personalized language domain. Thinking maps allow students to understand the content of a text while developing thinking qualities such as logical thinking and abstract generalization.

4.2. Thinking Maps are Good for Developing Students' Writing and Expression Skills

Mind mapping is one of the effective tools when it comes to improving students' expression in writing. On the one hand, it allows students to integrate the fragmented ideas in their minds in a certain graphic arrangement in a logical way to generate writing ideas. On the other hand, students can diverge their thoughts according to the writing topic and generate many different sub-themes branches, and they can use the extension feature of the mind map to continue to diverge and expand according to the sub-themes of interest to complete the discourse.

5. Conclusion

To sum up, it can be seen that mind mapping is an efficient method and learning tool for teaching English reading and writing in high school. Thinking maps can be targeted to develop and improve students' logical thinking skills. The use of mind maps to support English reading and writing classroom teaching allows students to obtain the structure of the text in reading and use the same structure to support subsequent discourse writing, helping students to complete their writing tasks more fluently, improve their writing skills and raise their writing scores. Therefore, teachers should have a deeper understanding of mind maps, use them appropriately to assist in teaching discourse, and guide students scientifically to improve their writing with the help of mind maps.

References

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