The Application of Mind Map in Junior Middle School English Vocabulary Teaching

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Abstract
Mind-mapping is not only a knowledge representation tool, but also a study tool to remember things. It is an adventure to introduce mind-mapping into education, and gets positive effect. Mind-mapping has also become an important device to improve teaching method, to raise students' interest to study and to achieve a good teaching effect. As one of three coral elements in language study, vocabulary plays an important role in language learning. One's vocabulary is a fundamental standard to judge whether he is capable of one language. While in English study students usually could not grasp the vocabulary as we hope. This thesis aims at trying to apply the mind map into vocabulary teaching in senior middle school.

1. Introduction
1.1 Formulating the question
In traditional junior high school English teaching, vocabulary has always been the focus of teaching Points and difficulties. The teacher mainly emphasizes memory and dictation in vocabulary, ignoring the divergent memory of the words, which makes the teachers and students invest a lot of time and energy. However, the situation of vocabulary memory has not improved. Therefore, it is important to introduce a new way of memory at this stage.

1.2 Purpose and Significance of the paper
Many researchers prove that Mind Map is useful in all kinds fields. The application of Mind Map is also beneficial for English vocabulary teaching. Mind Map is the real representation of thinking in our brain, which is the shape of radiant network. This paper will introduce some types of mind maps that are applied into vocabulary teaching in senior middle school properly. It is useful for students to combine Mind Map using and new words memorizing, the application of Mind Map will benefit all the learners of English. This study introduces the method of Mind Map to improve the teaching process and it explores Mind Map in the application of English
vocabulary teaching in practice to promote the effectiveness of the English vocabulary memorizing, which is beneficial to solve the teaching and learning problems.

2. Mind Map
2.1 Definition of Mind Map
The concept of Mind Map is initiated in 1970s, by the world famous English scholar and educator Tony Buzan who is recognized as Mr. Brain. Tony Buzan used Mind Map to teach the students who have learning disabilities and then these students got the highest marks. It is a good way of helping students think and organize their thoughts and also it is a very helpful tool for teaching and learning. It is a way of helping students to understand and master the information.

An interpretation on the Wikipedia precisely explains that a Mind map is a diagram used to visually organize information. It is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an imaging the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those. All in all, Mind Map is a kind of method which can make radiant thinking specific and optimize the personal intellectual potential. It can improve thinking skills and strengthen the abilities of memory, creativity and organization. It can make students more interested and improve the efficiency.

2.2 Characteristics of Mind Map
A Mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Mind Mapping can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. Tony Buzan believes that all Mind maps have something in common (Buzan, 2002).

Firstly, it harnesses the full range of cortical skills—word, image, number, logic, rhythm, color and spatial awareness in a single, uniquely powerful manner. So, it gives us the freedom to roam the infinite expanses of our brain.

Secondly, they all use colors. They all have a natural structure that radiates from the center. And they all use curved lines, symbols, words and images according to a set of simple, basic, natural, and brain-friendly rules.

Thirdly, a Mind map is like a map of a city. As the Figure 2-1 shows, the center of a Mind map is like the center of the city. It represents your most important idea. The main roads leading from the center represent the main thoughts in your thinking process; the secondary roads represent your secondary thoughts, and so on. Special image or shapes can represent sites of interest or particularly interesting ideas.

3. Types of Mind Map in Vocabulary Teaching
According to the structure of Mind Map and the connection among words, there are five types of English Mind Map used in teaching vocabulary, namely, Graphic Diagram, Chain Diagram, Hierarchy Diagram, Spider Diagram, and Radiation Diagram. The author will analyze these four diagrams one by one.

(1) Graphic Diagram
The graphic diagram is mainly centered on a whole picture, and different words constitute the various parts of the overall picture. Words that are decomposed from a vivid overall picture can help students establish a connection between pictures and words, helping students remember words. Graphical diagrams are mainly applied to vocabulary of overall and partial relationships, such as learning body parts, housing construction, etc. Its structure is shown in Figure 3-1.
The Figure 3-2 is a picture of a cartoon character, vividly depicting the various parts of the character with words, which can stimulate students' interest in learning and help students remember words.

(2) Chain Diagram
The structure of the chain diagram is like the chain of a bicycle. A ring is connected to a ring. There is a relationship between the ring and the ring, so that they can be connected to each other. Starting from the core word, you can infer the words related to it in turn. This mind map can express the vocabulary combination relationship, which is mainly used to analyze the word formation and part of speech change, and to remember words that are difficult, longer or have a combined relationship. Its structure is shown in Figure 3-3.
The Figure 3-4 is a chain diagram of the central word-compete. When teach the new word, the teacher can revise the learned words and introduce the new words about the vocabulary compete.

(3) Hierarchy Diagram
A hierarchy diagram shows hierarchical relationships progressing from top to bottom. Usually the hierarchy diagram starts with a top node and then continues with a tree until reaching the lower levels within an organization. It is mainly used for teaching vocabulary with subordination or subordinate relationship, helping students remember words by categorizing words. Its structure is shown in Figure 3-5.
The core word in Figure 3-6 is living, which can be divided into two main branches: animal and plant. These two branches can be divided into more secondary and tertiary branches. Finally, the whole mind map can cover all kinds of living.

(4) Spider Diagram
A spider diagram is a visual way of organizing information in which concepts are laid out as many branches from an overriding concept and supporting details are added to the individual branches. Spider diagrams get their name because the branches from the main concept resemble the legs of a spider. Its structure is shown in Figure 3-7.

![Figure 3-7](image)

The figure is an example of the spider diagram. The teacher can give the letters ow. Then invite students revise the words with the letters ow, which is beneficial for students to extract and reproduce words.

(5) Radiation Diagram
The structure of the radiation diagram is somewhat similar to that of the spider diagram. The core words are expanded outward from each branch. But the difference is that the branches of the radiation diagram can establish a certain relationship. There is no inevitable connection between them, which is spider diagram. Radiation diagram is the most widely used in vocabulary teaching. They are mainly used in the following aspects: vocabulary with the same subject, vocabulary with the same root affix, partial vocabulary with similar spelling, vocabulary with near or near sound, synonymous, synonym or polysemous, Vocabulary of the same category or homonym, vocabulary with semantic field relationship, etc. Its structure is shown in Figure 3-9.

![Figure 3-8](image)
Figure 3-10 is radiation Diagram centered on the theme. The core word in the figure is cooking. This picture takes cooking as the core word, and integrates most of the words in the unit with the four modules of kitchenware, milk shake, Russian soup and sandwich, which is convenient for students to grasp the whole and effectively promote students' memory.

4. Conclusion
In summary, applying the mind map to junior high school English vocabulary teaching has changed the boring and inefficient vocabulary teaching. Mind map not only enhances student’s engagement and interest, but also changes students' learning habits and methods formula. Mind map as a teaching method and learning tool applied in junior middle school English vocabulary teaching is effective. However, not all vocabulary can be taught with mind maps. In the actual teaching process, Teachers need to introduce students to several types of word maps, and guide students to learn according to unit themes and words. The characteristics of the sink select the appropriate type of mind map. The purpose of drawing a mind map is to help students better remember Words are not drawn for the purpose of drawing a map. It is up to the real conditions.

In a word, there is still great room and there is also a long way for the further research. It’s still at the primary stage of the study especially in junior middle schools. Therefore, there is much room for further intensive studies to probe into this aspect. A further study can be made to make some improvements in the efficiency of Mind Map. It will be expected that another study on Mind Map would reveal much more valuable and persuasive results. We hope major findings of this study may be made for further study.
References


