

The Application of Mind Map in English Vocabulary Teaching in Primary School

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Abstract

With the combination of modern information technology and education, mind mapping, as a visualized thinking teaching tool, has gradually entered the English teaching of elementary schools. In order to improve the status quo of boring English vocabulary classrooms in primary schools and low efficiency of students' vocabulary memory, mind maps are introduced into the English vocabulary teaching in elementary school. The results show that the use of mind maps to assist English vocabulary teaching is conducive to stimulating students' interest in vocabulary memory, cultivating pupils' thinking divergence ability, and improving their core literacy in English subjects.

Keywords

Mind mapping, English vocabulary teaching, Primary school.

1. Introduction

Vocabulary is the basis of English learning, which is more important in elementary school. The Compulsory Education English Curriculum Standard (2011 edition) states that "Primary school students should master the basic knowledge of English language in the compulsory education stage and reach at second level. Students learn about 600-700 words and about 50 idioms, and can use 400 Words initially."^[1] However, in traditional elementary school vocabulary teaching, students are not proficient in vocabulary, who use words inefficiency and fail to connect words into a complete vocabulary network map. Therefore, mind maps with both pictures and texts are beneficial to improve the current situation of primary school English vocabulary teaching.

2. The relevant introduction on Mind Map

The Mind Map is a kind of tool to express the radiant thinking created by Tony Buzan in the 1970s. And define it as: Mind map is an organic teaching tool, which is used to show people's thinking process.^[2] At first, Mind map is centered on a topic word or keyword. Then, the branches of mind map scatter from the center to the surroundings, and continue to produce secondary themes. The Mind Map can arouse people's inner awareness to monitor the process of own thinking and think about their thinking process consciously. In elementary school vocabulary teaching, mind maps is conducive to promoting the visualization of knowledge and thinking. It also promote the cultivation of divergent thinking among primary school students.

3. The Application Advantages of Mind Map in English Vocabulary Teaching in Primary School

3.1. To cultivate students' classification ability

For learners, English vocabulary is the foundation of English learning. However, vocabulary is very difficult part for a host of primary school students, because they need to master a large number of complicated English words. Most students master English words by using rote memorization, which leads to memory of words slowly and forget fast. Therefore, teachers

should change the traditional teaching methods of vocabulary reading and writing, and try to introduce mind maps into vocabulary teaching to help students learn vocabulary classification and memory. First of all, teachers should extend the vocabulary teaching, which include whole words. What's more, in teaching process, teacher should teach students how to integrate all the words, which they have learned. Then, according to the part of speech and meaning of English vocabulary, students should use mind maps to classify and divide the words of the same category into the same category. All in all, in vocabulary teaching, mind maps can effectively exercise students' classification ability and train thinking ability with clear network structure diagrams and rigorous and meticulous affiliation.^[3]

3.2. To cultivate students' associative thinking

Association is a conception, which through one thing to other related things, a certain concept causes other related concepts. Learners can associate seemingly unrelated things to memorize and recite through association. Mind map is a thinking visualization tool that continuously extends sub-topics from the central word to the surroundings. ^[4]When teaching vocabulary, teachers can use the mind map to put the topic words of this unit in the center, and use the way of brainstorming to encourage students to express their thoughts. At the same time, let students have enough space to imagination, which will be instrumental in students open up their thinking mode and cultivate their vocabulary association thinking ability.

3.3. To cultivate students' inductive ability

In study, induction is an essential part of learning, because our learn is a fragmented form in daily classroom learning. If we do not summarize the knowledge we have acquired, we will not form a complete knowledge network diagram in our minds, and the knowledge we have learned will also disappear. In English vocabulary teaching, the pronunciation, form, meaning and language are regular, so teachers should use the integrated characteristics of mind maps to help students to discover and explore the internal connections and common points between different words. In that way students can summarize the pronunciation rules, usage and meaning of the words they learn.

4. The Application of Mind Map in English Vocabulary Teaching in Primary School

4.1. Pre-class preview

Pre-class preview helps students familiarize with the main content of teaching in advance that can draw out the difficult points in the text and conduct targeted learning. However, in traditional preview, teachers do not pay much attention to the pre-class preview, and often arrange the pre-preparation homework in oral form. Then Students don't finish homework heartfully. The pre-preparation does not play a real role. So teachers can use mind maps to preview that can help students study easily.

For example, In the People's Education Press Unit 6 Clothes of the first grade of primary school English. This unit will study words about clothes. According to the requirements of the new curriculum standard, students must be able to recognize and read these words when preparing for class, but for first-year students, it is very difficult to read the words about clothing accurately. Therefore, teachers can use mind maps to help students sort out the vocabulary of this unit. Students should Pre-class preview based on the pronunciation and meaning of words. Figure 1 shows that the mind map of clothes's words.

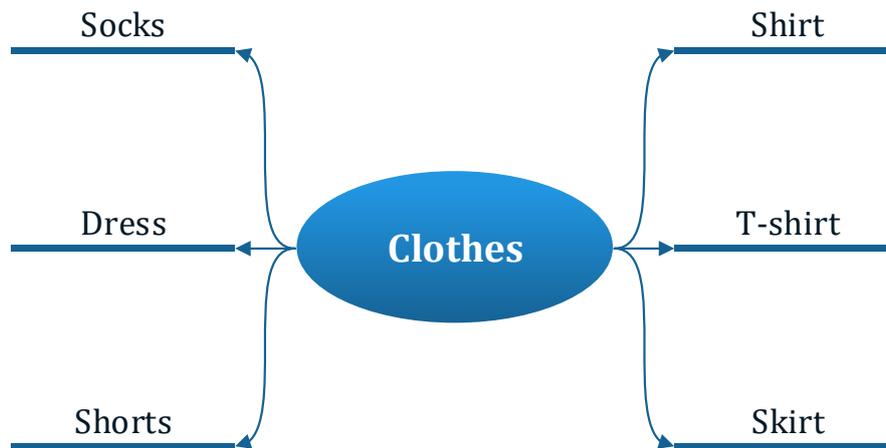


Figure 1: Clothes

4.2. Teaching in class

Traditional English vocabulary teaching pays attention to students' reading and writing skills, which leads to low efficiency of students' vocabulary memory and application level lowly. In modern English vocabulary teaching, mind maps are used to assist teaching, focusing on students' listening, speaking, reading, and writing abilities. Teaching natural spelling so that students can memorize words based on roots and affixes. Because Natural spelling is the most effective memory method for English vocabulary learning. Students can memorize and associate memory according to their pronunciation and affixes. Therefore, in vocabulary teaching, teachers can ask students to be familiar with roots and affixes, requiring students to remember the roots and affixes seriously. At the same time, the teacher use the mind map to organize the vocabulary of this unit and sum up the common root affixes of the vocabulary.

For example, in the book of second grade, Unit 1 My family. In this unit the words are father, mother, brother, sister, grandfather, grandmother. We can know the suffix of all words is er. At the same time, we can recall the words that have been learned, such as worker, farmer, volunteer, etc. The suffix er indicates people, so teachers can use er as the central suffix to draw a mind map to help students learn the vocabulary of this unit, just like Figure 2. In mind maps, the inductive learning of roots and affixes is helpful to help students create word memory networks.

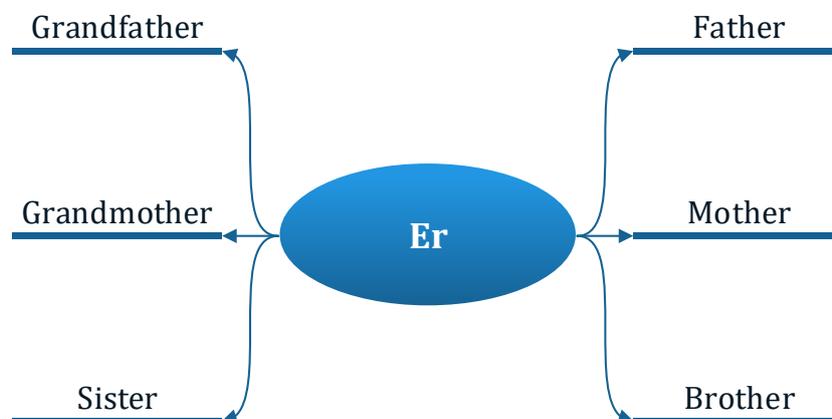


Figure 2: The Suffix of er

4.3. Review after class

According to Ebbinghaus' forgetting curve theory, if the new knowledge that has been learned is not repeatedly reviewed and memorized, it will gradually decrease and be forgotten. Therefore, for students, review is also an indispensable and important part of the study. Students can review by mind maps, so that they can review in a relaxed and happy atmosphere, and allow students to quickly recall the new vocabulary learned in the classroom. In a word, Students can remember words by adding pictures, colors, etc. to strengthen memory, improve review efficiency, and optimize learning effects.^[5]

5. Conclusion

To assist English vocabulary teaching by mind map, It subverts the traditional vocabulary teaching mode and overcomes the disorderly vocabulary memory barrier. This way makes vocabulary teaching more vivid and colorful, stimulate students' interest in English vocabulary learning, and cultivates students' association ability and thinking Divergence ability. However, there are many problems that need to be solved urgently in the process.

References

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