

High School English Reading and Continuing Writing Teaching based on Mind Mapping Method

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Abstract

The mind mapping teaching method is an interdisciplinary research field that integrates theoretical foundations from multiple disciplines such as education, psychology, and cognitive science. With the reform of the new college entrance examination, new requirements have been put forward for high school English writing. Reading and continuing writing, due to its significant advantages in promoting learning, was introduced as a new type of writing question in the English college entrance examination in 2016. Since its trial, this question type has received a good social response and has gradually been promoted nationwide. However, there are still some difficulties in actual English writing teaching: weak writing willingness of students, high writing difficulty for students, low writing quality of students, separation of students' learning and application; teachers prioritize exam-oriented education and neglect the role of students as the main body. In response to these issues, the author takes "*My First Day at Senior High*" from Unit 1 A New Start, a compulsory high school English course in the Foreign Language Education Research, as an example to guide students to analyze the text, clarify the article's ideas, draw a mind map, diverge story thinking, grasp the article text, polish it appropriately, and complete the continuation of the article. This paper proposes new ideas for high school English reading and writing teaching and supplements the research on the mind mapping teaching method in high school English teaching and reading and writing teaching.

Keywords

Mind Map; Reading and Continuing Writing; High School English Teaching.

1. Introduction

This is the introduction of the paper, which concludes 2 sections. The author will introduce research background information in section 1; explicit research significance and purposes in section 2.

1.1. Research Background

The "*Senior High School English Curriculum Standards (2022)*" issued by the Ministry of Education of the People's Republic of China (Ministry of Education, 2018) (new curriculum standards) propose that language skills play a pivotal role in language use. The new curriculum standards suggest that developing students' English language skills should enable them to understand the information, viewpoints, emotions, and attitudes contained in spoken and written texts through listening, speaking, reading, viewing, and writing activities; and to create new texts through spoken and written forms according to different purposes and audiences, using the language knowledge and cultural knowledge they have learned. As an "expressive" skill, improving English writing ability is very important. With the reform of the new college entrance examination, the college entrance examination English writing has put forward new requirements for students - reading and continuing writing. Reading comprehension and writing represent the input and output of English skills, respectively. Looking back at the past

years, there has been an imbalance between input and output in students' English learning, and the output of English writing must be based on a solid ability to read input. The emergence of reading and continuing writing closely links the previously independent reading comprehension and writing. However, there are still many problems in English writing teaching: the backward teaching model, weak effectiveness of writing teaching and writing teaching separated from reading.

In this regard, mind maps have played a great role in solving a series of problems existing in high school teaching. This graphical representation method helps people better understand and remember information, and can also stimulate people's creativity and association ability. The mind mapping teaching method plays an important role in high school English teaching, which can effectively improve students' learning efficiency and comprehension ability, and can also help teachers better carry out teaching design and improve teaching quality. Applying mind maps to English writing teaching has the advantages of helping students to diverge thinking, organize thoughts, improve writing efficiency, enhance collaboration ability, and promote teacher-student communication, which promotes the cultivation of students' writing skills and the improvement of teachers' teaching quality.

However, the new college entrance examination has put forward the new requirement of "reading and continuing writing" for high school English composition topics, bringing new challenges to teachers' teaching and students' learning. There are already many studies in China that have put forward effective suggestions for better coping with "reading and continuing writing" teaching; the author of this paper will try to apply the mind mapping teaching method to high school English reading and writing teaching, aiming to provide new ideas for improving the teaching quality of high school English "reading and continuing writing" writing teaching, cultivate students' divergent thinking, improve writing efficiency, and learn English language skills.

1.2. Research Purpose and Significance

The traditional junior high school English writing teaching model is too monotonous, mainly relying on the teacher's didactic teaching, and students learn through rote memorization of words, sentences, and model essays. However, this mechanical learning method is not an ideal choice, which is easy to lead to students losing their enthusiasm for learning English. In addition, "reading and continuing writing" puts forward requirements for students in understanding, analyzing, inferring, using keywords, language expression, and respecting the original text in many aspects, which tests students' writing skills and thinking ability in actual operation.

In reading and continuing writing teaching, students always face some challenges and difficulties. First, they may not have a deep enough understanding of the provided materials, and cannot accurately grasp the theme, emotion, and plot of the original text. This may lead to their continuation of writing being disjointed or deviating from the original text. Secondly, when students play their imagination to enrich the content of the story, due to individual differences, their levels of imagination are different. This leads to the quality of the continued writing being uneven, some may be too plain and lack creativity. In addition, some students may face problems in language expression ability in writing. They cannot use rich and accurate language to express their ideas, which makes the content of the continuation of writing dull and plain, and lacks expressiveness. In addition, students may not fully consider the logic and structure of the plot in the process of continuing writing, which leads to the plot being chaotic and unreasonable. Such works may make readers feel confused and disappointed. Finally, reading and continuing writing requires students to play creatively on the basis of the original text, but some students may be too dependent on the original text and have not fully played their creativity and personality. This leads to the content of the continuation of writing lacking novelty and uniqueness, and it is difficult to attract readers' interest. To solve these problems,

teachers should focus on cultivating students' reading comprehension ability, imagination, language expression ability, logical thinking ability, and creative personality in reading and continuing writing teaching. At the same time, teachers should also give students appropriate guidance and feedback to help them improve their writing level.

The use of mind maps provides a new way to change this monotonous and boring teaching model. It enables students to better understand the connection between the theme, emotion, and plot of the original text in the process of constructing mind maps, helps students to comb their thoughts, stimulate imagination, organize language, and can also improve their ability to connect with the original text, thereby improving the quality of English writing. On the basis of improving logical thinking ability, students can more accurately determine their thoughts and construct the framework of the article in the writing process, thereby improving the overall level of English writing.

The author will try to explore the application of the mind mapping teaching method in high school English "reading and continuing writing" teaching, provide new ideas for high school English reading and writing teaching, and supplement the existing related research.

2. Literature Review

2.1. Key Concept

2.1.1. Mind Mapping Teaching Method

The mind mapping teaching method is an interdisciplinary research field that integrates theoretical foundations from multiple disciplines such as education, psychology, and cognitive science. Under the background of the continuous development of educational informatization and quality education, the mind mapping teaching method has gradually attracted the attention and application of the global education community. The mind mapping teaching method originated in the United Kingdom in the 1960s, proposed by Tony Buzan. Based on the research results of brain science and cognitive psychology, he created a graphical expression method based on radiative thinking. This method has been widely applied in the field of education and has become an important teaching method and tool. In China, the development of the mind mapping teaching method is relatively late. It was not until the end of the 1990s that mind maps began to attract attention and application. However, with the deep advancement of China's educational reform and the development of information technology, the mind mapping teaching method in China has also developed rapidly and been applied.

At the same time, the mind mapping teaching method is a teaching method that combines graphics and text, connecting knowledge points through hierarchical structure. It emphasizes the relationship between the whole and the part, stimulates creative thinking, promotes knowledge integration, improves learning efficiency, cultivates independent learning ability: The mind mapping teaching method encourages students to independently construct a knowledge system and cultivates their independent learning ability. By drawing mind maps, students can independently explore the connection between knowledge points and form personalized learning strategies.

In summary, the mind mapping teaching method focuses on the integrity and correlation of knowledge, can stimulate students' creative thinking, promote knowledge integration, improve learning efficiency, and cultivate their independent learning ability. In actual teaching, teachers can guide students to draw mind maps to help students better understand and master knowledge points, improve teaching quality and learning effect.

2.1.2. Reading and Continuing Writing

Reading and continuing writing is a writing exercise carried out after reading the original text, which aims to improve learners' language level and writing ability through imitating the

language and content creation of the original text. This concept was first proposed by Professor Wang in 2012, based on the theory of synergy, as an effective language learning method. Reading and continuing writing has significant language training advantages. In the practice, learners can imitate the language materials and content creation situations of the original text, and realize the synergistic effect of language learning through imitative input and creative output. This practice closely combines reading and writing, which helps learners improve their language level and writing ability in the process of imitation and innovation. Professor Wang conducted an in-depth study on the learning advantages of reading and continuing writing in 2013. Through the investigation and statistical analysis of the question type, as well as the detection of its reliability and validity, the results show that reading and continuing writing can be used as an effective measurement tool to effectively assess learners' reading and writing level. At the same time, this question type can better distinguish students of different ability levels and has a high degree of distinction.

With the advancement of the college entrance examination reform, since 2016, reading and continuing writing has been introduced as a new writing question type in the college entrance examination English papers of various provinces to examine students' writing ability. This change reflects the education department's emphasis on students' language application ability, and also provides new opportunities and challenges for improving students' writing ability.

2.2. Review of Related Research at Home and Abroad

2.2.1. Research on the Application of Mind Mapping Teaching Method to English Writing Teaching Abroad

The concept of mind map was first proposed by British educator Tony Buzan in the mid-20th century as an effective thinking tool. In the following years, Tony Buzan wrote a series of books about the application of mind maps in various fields, which triggered widespread discussions and applications worldwide. Since then, mind maps have received more and more attention in the field of education and teaching. Many countries, such as the United States and Canada, regard it as an important tool to promote the development of education and teaching. In early 2005, Tony Buzan held a series of training activities to promote the application of mind maps, which entered the stage of research and application. Since this paper mainly focuses on the relationship between mind maps and English reading and continuing writing teaching, and reading and continuing writing consists of two parts: reading materials and continuing writing, therefore, this paper is based on the relevance to this study and combined with relevant materials, from the two aspects of English reading and writing teaching, to elaborate on the application research of mind maps in teaching. Specifically, mind maps can help students better understand and remember information, grasp the structure of articles, and thus improve reading comprehension ability during the reading process. In writing, mind maps can help students organize their thoughts, plan the structure of articles, clarify viewpoints, etc., thereby improving writing ability.

In the research on the application of mind maps to foreign language reading teaching, foreign researchers have explored the role of mind maps in improving students' reading ability from different theoretical perspectives. Santiago & Héctor C (2011) based on the principle of visual mapping, deeply explored how the mind mapping method can improve students' critical thinking and comprehension ability. They found evidence to support the effectiveness of mind maps through empirical research. Makarimi-Kasim & O. Roger Anderson (2010) based on constructivist theory, explored the impact of mind maps on students' knowledge structure in reading teaching. By comparing with traditional teaching methods, they found that the teaching method of applying mind maps makes students' cognitive structure more extensive, the theme more organized, and the connection between ideas richer. These studies provide a solid theoretical basis and practical basis for the application of mind maps in foreign language

reading teaching, and further confirm the positive role of mind maps in improving students' reading ability.

In terms of using mind maps for teaching to improve students' reading comprehension ability, researchers have conducted a large number of empirical studies. Among them, Cahyani R D (2015) found through teaching practice that in addition to the application of mind maps, students' own attitudes and classroom conditions are also important factors affecting the improvement of students' reading ability. He designed experiments to analyze data and found that the application of mind maps in reading teaching can create a good teaching situation, improve classroom conditions, and thereby improve students' reading comprehension ability. In addition, Saori S (2020) believes that the use of mind map technology helps students establish relationship analysis, improve concentration and cultivate creativity. Puspitasari E (2020) verified through teaching comparative experiments that the mind mapping method is more helpful than traditional teaching methods in helping students clarify the context of the article. These research results show that mind maps are not only an effective tool, but also their application in teaching helps to improve students' reading comprehension ability.

In summary, foreign researchers have carried out research on the application of mind maps to foreign language teaching earlier, and attach great importance to the verification and exploration of its actual teaching effect. These studies mainly prove the effectiveness of mind maps through teaching practice and experiments, such as improving students' learning interest, enhancing self-confidence, providing effective memory methods, etc. These research results provide valuable experience and inspiration for domestic related research. From the research results, foreign teachers and learners generally recognize the positive role of mind maps in foreign language teaching and learning. As a new type of writing form that has appeared in domestic college entrance examination papers in recent years, reading and continuing writing is mainly based on the given text materials for narrative continuation. Therefore, exploring the application of mind maps in high school English reading and continuing writing teaching is not only practical, but also has important research value.

2.2.2. Research on the Application of Mind Mapping Teaching Method to English Writing Teaching at Home

Compared with foreign countries, mind maps are still a relatively new concept in China. The concept of reading and continuing writing was first proposed by Professor Wang Chuming (2012) based on the theory of synergy. The initial research mainly focused on the discussion and verification of the theory of synergy in reading and continuing writing. Wang Min and Wang Chuming (2014) and Wang Qi and Wang Fenglan (2016) conducted empirical research from different perspectives, confirming the existence and effectiveness of the synergistic effect. Since then, the effectiveness of reading and continuing writing has become a focus of academic attention, and many researchers have begun to explore the promoting effect of reading and continuing writing on second language learning in depth. Related research shows that reading and continuing writing has a positive impact on learning in vocabulary, grammar, and other aspect. The teaching intervention experiment of Sun Qimei and Wang Yu (2018) found that reading and continuing writing can help English learners of different levels learn articles, but the effect on English learners of medium level is not significant.

Reading and continuing writing, due to its significant learning advantages, was introduced as a new writing question type in the English college entrance examination in 2016. Since its trial, this question type has received a good social response and has gradually been promoted nationwide. However, this new question type also brings new challenges and difficulties to the teaching work of front-line teachers and students' learning. Therefore, in recent years, the focus of research on reading and continuing writing has gradually shifted to the problems existing in its teaching process and the corresponding strategy analysis. Chen Zhi (2021) reviewed the

difficulties in high school English reading and continuing writing teaching under the new college entrance examination, and suggested that English teachers should update their teaching concepts and strengthen text input. Wu Zhonghua (2019) explored the teaching difficulties and solutions of reading and continuing writing under the new college entrance examination background in depth, and put forward some guiding suggestions from a practical level. Lu Biqing (2021) studied the value of high school English reading and continuing writing courses based on the integration of six elements, and analyzed the existing problems of the current courses. She further proposed a reading and continuing writing teaching strategy based on six elements, and believed that this method can significantly improve the continuation ability of high school students, thereby enhancing their comprehensive quality.

Although researchers have revealed the problems existing in the current reading and continuing writing teaching from different perspectives and given some countermeasures, the feasibility and actual effect of these countermeasures have not been verified through experiments. Therefore, there is still a lack of related empirical research, which is also an important direction that future research needs to pay attention to. (Chen Zhirui, 2023)

3. Problems in High School English Reading and Continuing Writing Teaching

With the introduction of the new curriculum standards, the college entrance examination English composition has put forward new requirements for high school students. Reading and continuing writing has gradually entered the field of vision of high school students and high school English teachers. However, there are still many difficulties in the development and learning of high school English reading and continuing writing teaching, the teaching difficulty is large, resulting in unsatisfactory teaching effect, and still need to be solved.

As for students, they first lack of writing willingness. Some students, when facing writing tasks, due to lack of sufficient writing experience, find it difficult to quickly determine the required genre and discourse structure. Some students do not even have a good grasp of basic vocabulary and sentence patterns, which makes them feel at a loss when writing, and their writing willingness is reduced. In the end, they can only hastily patch up to meet the word count requirements, and such a writing process cannot let them truly participate in learning activities, nor can they accumulate effective writing experience. Therefore, they cannot achieve the desired learning results. Second, the difficulty of writing tasks can be an aspect. The requirements for writing ability in high school English are relatively high, especially under the new college entrance examination background, the college entrance examination has put forward stricter requirements for students' writing ability. The new college entrance examination requires students to complete two compositions, one is application writing, and the other is reading and continuing writing.

As for teachers, they always focus on examination-oriented education and neglecting the role of students as the main body. In the high school English examination, the writing part accounts for an important score, but many students have not achieved the desired results in this aspect. In order to quickly improve students' English writing level, teachers often teach some convenient writing skills, and even provide the so-called "universal templates". Although such methods can enable students to master and apply these skills proficiently in a short time, they make composition writing a mechanical patterned process, full of uniform sentence patterns and topic templates. A large number of writing templates limit the play of students' main consciousness, hinder their cultivation of divergent thinking and creative writing skills. This is contrary to the true purpose of English writing, which is not conducive to the expansion of students' logical thinking, and also hinders the improvement of their English expression ability. Therefore, we need to re-examine the teaching methods of English writing, focus on cultivating

students' thinking and expression ability, and let them truly play their main consciousness in writing, creating works with personality and depth. (Cong Yanyan, 2023)

4. Strategies for High School English Reading and Continuing Writing Teaching

Mind maps are extremely efficient learning tools. By drawing mind maps, knowledge points can be presented in a concise and clear form, thereby enhancing the effect of teaching and learning, helping students improve their memory, stimulate imagination, and expand the breadth of thinking, thereby improving learning efficiency. In the People's Education Edition of high school English textbooks, there are many contents that are in line with "reading and continuing writing". In daily reading teaching, teachers can use mind maps to start from the coherence of the plot and language, and organically combine reading and writing to cultivate students' comprehensive language application ability. This paper takes "*My First Day at Senior High*" in Book 1 A New Start of the People's Education Edition of high school English as an example for illustration.

In order to effectively carry out reading and continuing writing, we need to deeply understand the content of the text and clearly grasp the structure of the text. On this basis, we need to carefully organize the layout of the article and consider the words and sentences to ensure that the continued writing plot is closely connected with the original text and the logic is reasonable. At the same time, we should strive to show creativity at the end, so that the entire continued writing work is harmonious and unified with the original text. Therefore, reading and continuing writing is a complex reading and writing activity that integrates text understanding, creative thinking, and language expression. The main content of the text is: It tells the experience of a high school freshman on the first day. The article describes the scenes of her entering a new school, meeting new classmates and teachers, participating in courses and activities, etc., through the perspective of the protagonist. The article also mentions the protagonist's expectations and unease about high school life, as well as how she gradually adapts to the new environment.

Teachers can lead students to comb the development line of the story, try to make a mind map about the protagonist's experience in a day, and at the same time to lead students to outline some key words and sentences, such as: rush out, explore, turn around, step into, surprise, keep calm, etc.

In reading and continuing writing, encourage students' open thinking. First, they need to deeply understand the content of the text, and on this basis, freely conceive the plot of the continued writing. Advocate students to play their imagination in creation, create interesting and attractive plots, and at the same time, pay attention to the use and expression of language is also very important. Through mind maps, teachers can guide students to continue writing from the two aspects of plot and language, help them build a clear story outline and language style, so that the continued content is in line with the logic of the original text, and has creativity and novelty.

After completing the outline of the continued writing of the mind map, teachers will guide students to brainstorm, encourage them to say the sentences they have in mind one by one. In this process, teachers will particularly emphasize the use of advanced vocabulary and complex and diverse sentence structure, as well as the use of appropriate transition words between sentences. After completing these steps, students will be encouraged by teachers to write down the entire continued writing in one go. (Gan Aigen, 2018)

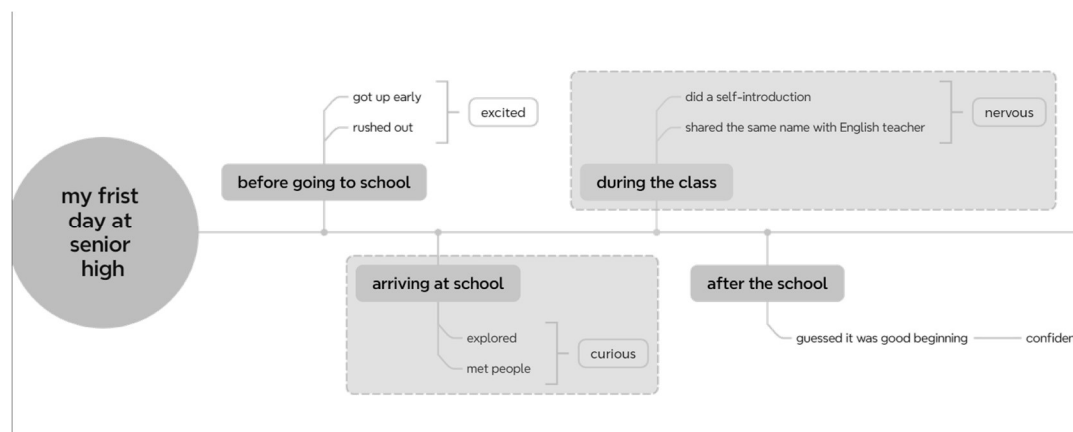


Figure 1. Mind Map of *My First Day at Senior High*

5. Conclusion

In reading and continuing writing teaching, the use of mind maps provides an effective learning tool for teachers and students. Mind maps display the plot, characters, and themes of the story in an intuitive way, helping students better understand the original text and lay a solid foundation for subsequent continuation. Through the guidance of mind maps, students can better grasp the direction of story development and character characteristics, stimulate their imagination and creative inspiration. In the process of constructing mind maps, students can actively think, communicate and discuss with classmates and teachers, and improve their thinking ability and language expression ability.

At the same time, mind maps can also be used as a teaching evaluation tool. Teachers can give targeted guidance and feedback according to the understanding and creativity shown by students in mind maps, helping students to improve and improve their reading and continuing writing ability.

In summary, mind maps play an important role in reading and continuing writing teaching. It not only helps to improve students' writing ability and thinking level, but also promotes the interaction and evaluation between teachers and students. Therefore, teachers are encouraged to actively use mind maps in reading and continuing writing teaching and guide students to master this effective learning tool.

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