Strategic Application of Mind Mapping in Flipped Classroom for College English Teaching

Li Tian

Foreign language School, Hubei University of Chinese Medicine, China

Abstract: In teaching college English, flipped classroom is student-centered, and mind mapping, as a kind of guiding and self-learning method, can effectively help college students save time, improve efficiency, clarify key points and enhance effectiveness when teaching mode of flipped classroom is adopted. Starting from the elaboration of the relationship between mind mapping and flipped classroom, this paper explores the strategic application of mind mapping in flipped classroom for College English teaching. It can be said that mind mapping plays a very significant role in guiding the effective teaching and learning of college English in flipped classroom.

1. Introduction

Flipping class is a place in which teachers and students exchange their roles. It is a teaching mode that emphasizes students' self-learning. In the entire process of college English teaching, the flip-flop classroom has effectively activated the teaching atmosphere and enhanced the students 'attention to English learning. However, when practicing the corresponding learning activities in the flipping class, many college students show the strong tendency that they are not quite clear about the learning ideas and the roles they are going to play in the class. In this context, it is greatly needy to introduce the mind mapping in flipped class for College English teaching with the purpose of effectively solving the problems existing in College English, enhancing students' ability to participate into teaching activities in flip-flop class and improving learning efficiency.

2. The Understanding of Flipped Classroom

2.1 The Interpretation of Flipped Classroom

Flipped classroom is a complete new way of learning which combines the traditional learning and modern technology by delivering instructional content, often online. Generally, in flipped classroom, students watch online videos prepared by teachers in advance, work in groups to involve themselves into online discussions, or carry out research at home in the classroom with the online guidance of a mentor.

In the traditional classroom, teachers, the focus of class, dominate the entire class, responsible for the instruction and delivery of information during the class. The teacher poses the questions concerning the content and the students respond to the question accordingly. The interaction between teacher and students is relatively rigid and lineal. Student engagement in the traditional class are confined to activities in which students work independently or cooperate in small groups on tasks offered by the teacher. Class discussions are completely under the design and guidance of the teacher, who effectively keeps the rhythm and pace of the discussion under his control. It is easy to see that in traditional class, students are deficient in autonomy, creativity and passion in learning.

2.2 The urgent problems with the flipped classroom

In China, teaching reform and experiments on the application of flipped classroom have been conducted in different schools of different regions, which has won recognition and praise from teachers and students. However, there are also some problems with the adoption of flipped classroom

in the process of practice.

1) In the flipped classroom with the characteristic of personalized learning environment, teachers are not fully capable of designing a highly effective system of learning guidance to direct students to learn with a precise purpose and in a proper and moderate pace. Compared with traditional classroom, students in flipped classroom have become the center of learning and teachers have become the instructors and curriculum designers of learning, which requires teachers to use new teaching strategies to promote students' learning. Teachers should not only provide the required teaching resources for completing the course, but also need to design a clear and concise navigation system of learning to guide students to complete tasks in a planned and step-by-step manner and achieve learning goals according to the process and characteristics of students' learning, which is challenge for teachers to design such a learning suitable in the flipped classroom.

2) In the flipped classroom, students don't have an explicit and specific objective of learning in their mind, resulting in that the inquiry into or discussion on certain themes cannot be implemented as expected. The dominance of the class is shifted from the teacher to the students. As the focus and center of the class, the students are required to spend a large amount of time before class to watch video and preview other resources, as well as conduct an in-depth exploration and thinking about a variety of problems concerning the instructional content. And after class, students should also need to make a daily summary, which will definitely cost students a lot of time and energy. As is known to all, Chinese students are deficient in the ability to put forward their questions and conduct self-exploration. In this case, if the teacher does not offer them a clear and specific direction of learning, students will fall into aimless learning before class.

3) It poses a great challenge for teachers and students to conduct effective interactive discussion and learning activities in flip-flop class. On the one hand, teachers should organize problem-based inquiry learning, create a harmonious atmosphere for discussion, and answer various questions raised by students. This requires teachers to have a solid knowledge, but also have quick mind to cope with any unexpected situation. In the meantime, teachers should cultivate themselves to be an expert on organizing diverse teaching activities, which is a great test of the overall quality and skills of teachers. On the other hand, it is very difficult for students to adapt themselves to a large number of independent thinking and problem-solving and discussion-based learning in flipped classes.

4) The mechanism to evaluate the learning effectiveness of flipped classroom needs to be improved. In the traditional learning, the teacher, the sole evaluator, usually takes the responsibility of evaluating class effect and for a long time, score is taken as the sole criterion in this mechanism. It is obviously no longer feasible to measure the learning effect of flip-flop classroom by such a mechanism solely based on scores. To set up a new evaluation mechanism to evaluate students' comprehensive quality is the urgent tasking facing the development of the flipped classroom. Designing an effective, multi-dimensional and enforceable evaluation mechanism of learning effect will serve as a powerful tool to promote the implementation of the flipped classroom in a large scale.

3. Mind Mapping and flipped classroom

3.1 The Interpretation of Mind Mapping

Mind mapping is an extraordinary and ideal teaching tool for effectively organizing ideas and thinking in the mind created by the famous British psychologist and educator, Mr. Tony Bazan. In the 1960s, Tony Buzan, a British scholar, put forward the definite concept of mind mapping. He defined mind mapping in the book Mind Mapping: Radioactive Thinking: "It's a very useful graphical technique, a universal key to unlocking the brain's potential. Mind mapping can be used in all aspects of life, and the improved learning ability and clear thinking mode can perfect people's behavior. Mind mapping is characterized by its ability to fully stimulate people's imagination, emancipate people's creativity, help learners to acquire and memorize a large amount of information through a short time of mind roaming, and effectively improve the efficiency of learning. Mind mapping is a highly effective way of getting information in and out of your brain. Mind mapping is a creative and logical

means of note-taking and note-making that literally "maps out" your ideas.

3.2 Significance of the Application of Mind Mapping in Flipped Class

As a highly effective way of getting information in and out of your brain, mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas. The main functions of mind map can be summarized as follows:

1)Note-taking: In reading, classroom learning, seminars, mind maps can be used to record the points in the form of key words and the relevant ideas are organized with lines, which greatly facilitates rapid memory.

2) Implementing revision: When preparing for an exam or making a summary of what they have learnt in class, the students can map acquired information or ideas from memory as in form of mind maps. Redraw the mind maps which have been made during the previous classed can also help deepen memory and achieve fruitful revision.

3) Group learning: When a group of students are conducting a discussion through brainstorming or designing a project, all the team members create mind maps together. First, each maps out his own ideas, and then all the ideas will be sorted and integrated into one common map of mind. Group thinking can generate more creative and useful ideas and the ultimate drawing of minds reflects the collective wisdom of the entire group.

4) Displaying: When the student is to make a speech, or presentation, mind map is a wonderful tool to help him draw an outline or constitute a frame structure. Ideas can be clearly displayed, consequently the mind is as clear as a map of city road. The speed of memory will be greatly accelerated and the delivery of speech is much more fluent.

5) Plan-making: When making plans, designing questionnaire or practicing writing, student can write down all his ideas and organize them into clear and objective ones.

When others read a plan or answer a questionnaire, it is easy to for them to understand the context of the plan and follow up.

4. Strategic Application of Mind Mapping in Flipped Class

4.1 The Guidance of Mind Mapping in Establishing the Process of Flipped Cass Teaching.

Mind mapping can effectively help students understand the teaching process of flip-flop class, teachers can elaborately outline what student are going to learn in the flipped class through the drawing of teaching mind mapping, so that students can clearly get to know the learning process, rhythm and objectives, definitely enhancing the capability of students to initiate self-learning. At the very beginning of the class, teachers can guide students to study the teaching mode of flipped classroom by drawing mind maps. After students are familiar with mind maps, they can carry out the relative learning practice in flipped class by means of individual autonomous study or group cooperation.

On the one hand, college English teachers should use mind mapping to guide learning. They need to have a comprehensive mastery of each unit according to the learning objectives, learning content and learning plan, and provide students with reference such as video, teaching materials and so on. Through the drawing of mind map, students can understand what they have to do first and then do in the flip-flop class. Every step of work and its significance can be vividly reflected in the mind map, and students can grasp it at an instant glance. For example, in the unit "Work to Live or Live to Work", first, teachers ask students to watch videos prepared in advance, then review what careers they know, talk about the physical crisis that each career may bring by divergent thinking, then write them down simply, and finally think about the meaning of life and for The attitudes towards life held by celebrities. Thus, a complete and closed loop of learning has been basically achieved. Consequently, students not only acquire the knowledge regarding the text, vocabulary, grammar, which is merely deemed as a relatively shallow and simple learning of English, but also they are directed to the thinking about the meaning of life, effectively enhancing the significance of English learning.

4.2 The Guidance of Mind Mapping in Absorption and Digestion in Flipped Class

Flipped class requires students to implement self-learning according to the material provided, commonly video, audio and other reading materials. In addition to the lectures delivered by teachers, a lot of data and information are displayed in the flipped class. In this case, in order to take in all the information in these materials in a short time, it is very important for students to take as many notes as possible. While watching video and listening to audio on a computer, though students can pause, move forward, or retreat the computer easily, disconnected viewing and fragmented information can not only waste a lot of time, but also impede the students from full concentration. Under such circumstances, it is very effective to record notes by using mind map.

By using mind maps while watching videos or listening to audio, a reasonable and clear structure can be constructed for the materials used. On the one hand, the whole learning content should be described from the beginning to the end through the linear map to help students understand the way that the teaching content is clarified. On the other hand, some refined and supplementary content can be added while clarifying the structure of learning so as to achieve the prominence of the key points in learning. Students can make it clear what is more important. In this way, after watching the teaching video and listening to the audio, students through the drafting of the mind map for an effective resumption, they can review what they have seen in the video, and what they have heard in the audio.

4.3 The Guidance of Mind Mapping in Highlighting the Focus of Flipped Class Teaching

Mind mapping is extremely divergent, so the application of mind mapping can make class discussion much richer, which greatly improves the colorfulness and profundity of class discussion and asking-answering between teachers and students.

Before the discussion, the teacher will show the general mind map on the blackboard. Based on this mind map, the students will carry out the supplement and perfection of the general mind map according to their own understanding in the learning activities. Teachers' mind map is constantly enriched. In the practice, it can be easily found that each student is different in his cognition and mastery of what he has learnt before, so each student's mind map may be different. And through the effective summary of the mind maps in class, it can be known that for the same materials for self-study, from the students' perspectives, the focuses and key points in these materials are completely different. Then, drawing a comprehensive mind map on the blackboard, students can effectively summarize all the key points in the unit learning, and automatically the key points and difficulties in the unit learning can be recognized. As far as English learning is concerned, through the ultimate collection of words, sentences and knowledge points in the mind map made by the students themselves, the high-frequency vocabulary, sentence patterns and language points in the unit learning are comprehensively presented.

4.4 The Guidance of Mind Mapping in Effective Revision after Class

What makes college English learning much difficult is to memorize new words. Quite different from the study in high school, a lot of new words can be found in college English textbooks, which makes students feel overwhelmed. Mind mapping can effectively help students memorize new words.

Mind mapping can establish a link between words, so that words no longer become isolated. Students can associate a word with other one similar in spelling, meaning or pronunciation. In the memory of words, students can associate a series of words by making mind map. One word can be linked to many other words, so that numerous words can be classified into one category, which facilitates the memorization of new words.

Mind mapping is also conducive to students for viewing the material, class discussion and even a comprehensive understanding of language points. After reading English learning materials, through the key words or clues, students can reflect what they have learnt; through reproducing the mind map applied in class discussion, students can recall the ideas they put forward, the speeches used and the key points taught by the teacher in the discussion. In a word, mind mapping brings the possibility of breaking away from books and materials for effective review of English through the presentation of

syllabus and divergent drawing methods, truly realizing the "roaming of thinking".

5. Conclusion

Mind mapping is an effective learning tool, which can give a full play of students' individuality and creativity. For the same learning content, students can draw different mind maps, which well illustrates the magic power of mind map. The combination of mind mapping and teaching method of flip-flop class can largely save students' time, and effectively aggregate the fragmented language points together, vividly presenting language focus and difficulties. Students can spend more time on discussion, activity participation, and question answering in class, consequently improving the efficiency of flipping class and highlighting the characteristics of flipping class which is student-centered. It will take a long time to fully reflect the significance and influence mind mapping has exerted on English learning. During this process, skillful integration of mind mapping and other methods of English and perseverance in making efforts are also needed. Only in this way, can the ultimate purpose of improving English learning be achieved.

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