

Study on the Teaching Strategy of continuation writing in High School English Based on Mind Mapping

Xiaoqian Wu

Yunnan Normal University, Kunming 650300, China.

Abstract: Under the background of the new college entrance examination reform, According to the second High School English Academic quality level of the New High School English Curriculum Standard (2017), Ask students to be able to describe themselves or others in a written way, Express of emotional attitude, Describe the characters, The purposeful selection of the vocabulary and grammatical structures, The logical relevance of the meaning, High school English reading follow-up requirements requires students' core literacy, This article is that students do not know how to write a composition and the plot is plain and has no thematic significance, Using mind mapping and adding it to situational teaching can stimulate students' desire to write, And then give the support to the students in the situation, Let the students produce compositions in the context, In the cooperation and communication with classmates can also make continuous progress, Improve your writing skills.

Keywords: Mind Map; Situational Teaching; English Writing

Introduction

Writing teaching is an important part of high school English teaching, excellent writing skills can not only add color for composition, can also improve the students 'oral fluency, in the traditional writing teaching, students to written lack of interest and the situation of frequent, especially in writing of Chinese thinking, and under the guidance of mind mapping, students in situational immersive learning, and communicate with classmates, thinking spark to collision, peer communication can also enhance students' mastery of grammar knowledge.

1. High school English continuation writing status

Students continue to write difficulties

The following takes the English continuation composition of the first volume of the 2022 New College Entrance Examination as an example to talk about the problems students encounter in the follow-up writing:

The author found David, a 10-year-old boy with brain disease. He hesitated when running. Then the author began to talk with him on the school bench and encourage him not to give up, to be brave and challenge himself. What requires the students to continue is the author's conversation with David and David's courage to start the running race.

Many high school students, for their lack of vocabulary, So they can't understand the story, For example, many students may not be able to understand the meaning of the phrase bit back,unable to understand the sentence, And the lack of focus, not that the author wants to encourage positive education for the boy, So they don't know how to start with the follow-on plot, do not know what parts to write, And thus would deviate from the storyline, Moreover, the students will not describe the characters in detail and manner, Lead to the lack of stereoscopic sense of the characters, Not full enough, And the story line does not stick to the reality of life, unable to provoke the schema that the students already have, And usually when students write a whole story, they will find that the main idea cannot be sublimated in the story.

1.2 Teaching is in the exploratory stage

Since the new college entrance examination is only implemented in central China in 2021, teachers in many schools are still stuck in the previous teaching method of proposition composition, do not know how to teach reading and follow-up writing and no channels to enrich teaching resources, which leads to low teaching quality, less teaching and research activities in composition, and students have gained little harvest.

2. Theoretical background and significance

2.1 Schema theory

Schema refers to the representation and storage of knowledge organized around a subject, while mind mapping is schema theory. Understand the text of the story material to their writing subsequent plot development, need students first communicate with English background culture, thinking about the development of the story, and to adapt to the English culture in writing, pay attention to the cultural differences between English and Chinese, from word order, tense, grammar, syntax correct to accurate words, sentence tunnel, and reflects the Chinese and foreign excellent traditional culture.

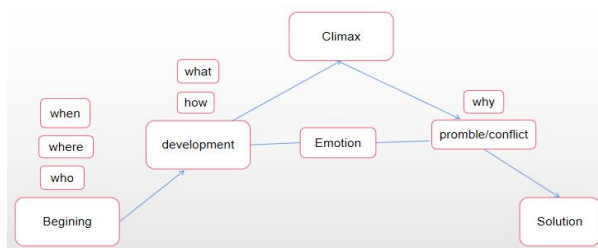
2.2 Constructivism

Constructivism view of students think students in their daily life has accumulated a lot of common sense, the basic knowledge, teaching view that teaching should be based on students existing knowledge experience, and emphasize the constructive and interactive, and read the subsequent writing combines the constructivism learning and teaching, based on students 'existing thinking, supplemented by situational experience, let students based on their own basic knowledge to construct new knowledge, let the students' thinking in the situation, in the communication with students get different situation knowledge to enrich their writing.

3. Continuation writing teaching strategies

3.1 Use the mind map to understand the article, and conceive the composition framework

At the continuation writing, using "5w1H" mind mapping, can help students quickly clarify the story structure, in the process of reading the story of the time, place and characters, followed by the development of the story, in what kind of way and what will happen, the climax of the story will have what contradictions and conflict, from the story development to problem solving part pay attention to action and emotions, can be the whole story described more vivid, to the end part with positive end give a person to enlightenment.



The 5w1H mind map

At the beginning of the story, First, to understand the two protagonists of the article, that is who, Respectively, between the author and David, During a running race at the school, That is, where and where, Story development with David's hesitation to reflect the choices we usually make in life when we face difficulties, That is, what and how, The contradiction and climax of the subsequent story need to be conceived is the author's dialogue with David, Teachers should guide the students to face the challenges actively, Set a good example for your students, And the end after David's decision to take the run, that is why, From the progression of the story to the conflict resolution, Finally, you need to give your readers a positive enlightenment at the end, Do not give up easily in the face of difficulties, To sublimate the content of the article, Let the reader feel the same profound meaning as a fable story.

3.2 Enrich the students' vocabulary reserve, contact with the real life

To avoid students in the process of reading don't understand the article, teachers should constantly enrich in the daily teaching students' vocabulary, phrases, word transformation, in the process of reading himself into the story and consider the plot of possible development, or associated with the characters in life, at the beginning of writing, students need to pay attention to the grammar of the article and tense, when writing prompt students this is a thing in the past, so the whole article in the past, but the author and students say is now, bedding the whole knot of the article The construction is then embellished in the details.

In this article, Stop someone from doing something and using a prevent sb from doing sth, Use stop sb from doing sth to encourage students in subsequent episodes, Tell the students not to let setbacks hinder their progress, Proverbs can also be inserted in the author's words, Avoid Chinglish, As shown in the words " No cross, no crown", How can we see the rainbow without experiencing the wind and rain, Teachers can also explain rhetoric to students in daily articles, Let the students know that there are similar rhetorical devices in

English and Chinese, Such as metaphors, parallelism, personification, etc. To make the article more vivid, lead one into the interesting part of sth.

3.3 With the first sentence and sentence pattern transformation, the article level is more obvious

In the follow-up writing, the article will give two paragraphs that need to be written, from which the students tells the general direction of the story. The teacher can guide the students to speculate on the possible development direction of the story based on the first sentence of the paragraph.

In the first paragraph the author had with David, Students need to describe their emotions and expressions, for example: I held my breath as David took this in. Then he looked at the field and said with a determination, "I'm going to run." in the second paragraph, tells after David started running, for example: Nearly out of breath, he walked to me and then gave me a hug. "Thank you!" he uttered, "Without you, I would never taste such sense of achievement of challenging myself. "With the appropriate transition words to drive the storyline, The transition words in the middle of the article are besides, what's more, furthermore, Then, usually at the end of the story, it needs to reveal the theme of the whole story, In this article, we can point out at the end that we should not give up in real life, Face the difficulties in life, You can end this by saying: " whatever difficulties you come across, keep trying and moving the mountains away".

After students have completed the basis of basic draft, group discussion and share their story outline, students in the process of communicating with each other can perceive different thinking and situation, learn to absorb excellent logical thinking and modify others grammar and sentence pattern error, in the process of students grammar knowledge system will be consolidated.

3.4 Read the classics and learn about the character descriptions

Continuous writing similar to Chinese fables or foreign novels, teachers can encourage students in their daily life to read Chinese and foreign classics and fables and share a small story, learning classic for the story of the ups and downs, characters and expression, reflect positive and correct values, rich characters, and can learn from the expression of foreign novels and idioms, and its reasonable use in the composition, make the article has theme significance.

For example, this article applies to Helen. Keller's "If You Give Me Three Days of Light" paragraph: There are no shortcuts on the road to success, and those rugged mountain roads must be taken. I have also fallen and lost myself before, but I never flinched and always got up to try to steal. Every time I make a little progress, I am greatly inspired, so I continue to climb and gradually reach the peak, seeing the most beautiful scenery. In the use of one or two sentences at the end of the composition can make the article have thematic significance, make the composition more rich and full.

Conclusion

The application of mind mapping combined with the specific context in high school English writing instruction can enhance students' logical thinking in writing, enabling them to purposefully utilize appropriate phrases and sentence patterns that suit the given context. This approach results in vivid, rich, and colorful compositions. Additionally, peer communication and mutual evaluation not only foster critical thinking among students but also facilitate error correction. Teachers should integrate students' individual needs into their teaching, endeavor to provide appropriate writing support tailored to each student, enhance students' English proficiency through daily study, explore the portrayal of characters' emotional attitudes in literary classics, continuously enhance students' core English literacy skills, foster advanced thinking abilities among students, and encourage them to apply their acquired knowledge.

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Author profile: Xiaoqian Wu (1996-), female, Chongqing Wushan, postgraduate, Yunnan Normal University, English teaching.