

Article

Study on the Strategy of Integrating Mind Map into English Topic Review in Junior Middle School

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CITATION

Nie H. Study on the Strategy of Integrating Mind Map into English Topic Review in Junior Middle School. *Advances in Curriculum Design&Education*. 2025; 1(2): 93.

<https://doi.org/10.63808/acde.v1i2.93>

ARTICLE INFO

Received: 12 June 2025

Accepted: 4 July 2025

Available online: 15 September 2025

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Abstract: Mind mapping is a visual tool that combines text and graphics, clearly demonstrating the intrinsic connections and hierarchical structures among knowledge points. The purpose of an English review class is to systematically organize and integrate learned knowledge, constructing a clear knowledge network. Applying mind mapping to junior high school English topic review classes can visually and structurally present the subordinate and associative relationships among topic elements. This integration not only enhances the visualization of review content but also aids students in understanding, consolidating, and deepening their knowledge, thereby significantly improving the teaching effectiveness of topic review classes.

Keywords: junior high school English; mind mapping; topic review

1. Introduction

The new curriculum standards emphasize the need for junior high school English to create authentic situations to promote students' language communication practice.



However, current review classes overly rely on repetitive explanations of vocabulary and grammar, as well as mechanical question-type training, neglecting the cultivation of practical application abilities, resulting in boring classrooms and low efficiency (Ge, 2022). To change this situation, mind mapping can be integrated into topic review classes to construct a student-centered classroom. This can stimulate learning interest, cultivate positive thinking qualities, promote students' shift from passive learning to active exploration, and facilitate the development of their comprehensive abilities such as positive emotions, exploratory thinking, practical abilities, and autonomous learning.

2. The meaning of mind mapping

Mind mapping was founded by British psychologist Tony Bozan in the 1960s. Its design is based on physiological research on the structure of the human brain's neural network, and visualizes thinking through radioactive graphical expression. This tool radiates outward around the central theme, forming a multi-level branching tree structure. The number of nodes reflects the breadth of thinking, and the length of the branches reflects the depth of thinking. The core mechanism is to transform abstract language into a hierarchical network that combines images and keywords, in line with the brain's ability to think through graphics and associations. A mind map consists of themes, nodes, colors, and images. It presents the logical connections between knowledge through a visual hierarchical diagram, transforming fragmented information into systematic charts. This combination of graphics and text not only enhances the visual representation of language knowledge, but also aligns with the natural mode of information processing in the brain (Liu, 2022). Under the framework of the new curriculum standards, mind maps have become an innovative practical tool for junior high school English teaching. They can effectively transform complex knowledge structures into clear and easy to remember visual charts, improve review efficiency and teaching effectiveness, provide a scientific thinking framework for teaching design and knowledge integration, and are widely used in various fields of life and learning.

3. Characteristics of mind maps



The mind map is similar to a spider's web, with a theme line in the center, which diverges in many ways to produce thinner branches, which are connected to produce a diverse system of ideas. Using mind maps to review knowledge can combine all aspects of problems, which can not only generate new ideas on the old fulcrum, but also connect old and new ideas at the same time to form three-dimensional thinking that transcends two-dimensional thinking. Mind mapping has the following four characteristics when establishing the connection between knowledge.

The first theme is prominent: the focus of the mind map is focused on the central figure, and it diverges around with the central figure as the center. In the junior high school English topic review class, we can integrate the contents between units, select a suitable topic as the center, and expand the review content layer by layer based on this topic.

The second tree structure: The branches of the mind map are similar to the tree structure, spreading layer by layer to become an important part of the trunk. Taking the central topic as the core, the related information is layered around this core, and the key words are clearly expressed by divergent branch lines. For English classroom review, the tree structure not only sets no limit on the breadth of content, but also encourages students to actively add and innovate knowledge.

The third high-level summary: the information in the mind map is highly summarized, clearly showing the hierarchical relationship. Its center and branches are composed of keywords or key graphics. The core information is placed in the center, and the secondary information is distributed on the branches. Each branch is arranged according to the importance of the information. The review content sorted out through highly summarized keywords not only saves time, but also facilitates students' memory.

The fourth level is distinct: the main branches in the mind map are distinct, and each branch is interconnected and related to each other. Using this unique structure, we can organically combine scattered knowledge and fully develop students' thinking ability. This hierarchical structure diagram can enable students to grasp the test sites and key points of the topic at a glance, and review their English knowledge in a targeted manner; At the same time, it is very easy to add new relevant content, and adding content will not mean destroying the overall effect of the page like traditional notes.

It can be seen that each mind map is the externalization of an individual's unique thinking process. It combines multiple elements such as symbols, words, lines, colors, etc., has a strong personal color and unique style, and expresses people's different views on things (Qige, 2023). Multi-element vision stimulates students' brains to accept and memorize English knowledge more easily, and cultivates students' habit of active thinking and autonomous learning ability.

4. Drawing of mind maps

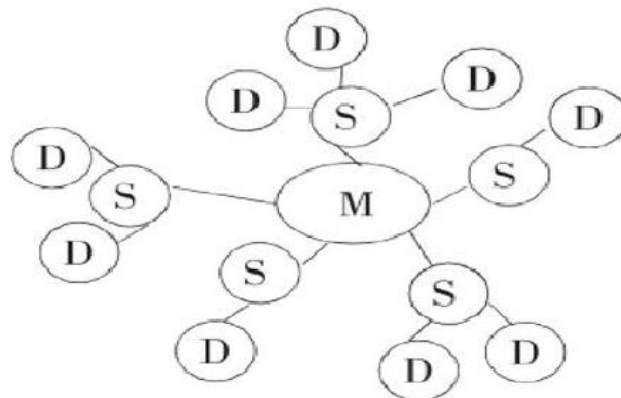
According to the structure diagram of people's brains, the mind map summarizes knowledge information through different shapes, rich colors and clear structures according to the pattern of thinking spreading from the center to the surroundings. Mind maps can be used in the fields of economy, technology and education, and different fields have different composition methods, forming various types of structural maps (Pan, 2023). Using mind map to review topics can greatly improve the efficiency of junior middle school English review class. Therefore, combined with the research of some scholars and the teaching characteristics of English review class, the commonly used models of mind mapping in review teaching are three structural types of maps.

4.1. Brainstorming diagram

The brainstorming structure diagram takes the review topic as the central theme, and based on the central theme, students' recollection and thinking are aroused, and English review content related to the central theme is obtained. This composition method focuses on a certain topic. By triggering students' brainstorming, the knowledge structure related to it can be obtained by association, and then more nodes can be pushed forward layer by layer, thus expanding the classroom capacity of English review class. By using brainstorming diagrams, students' memories can be quickly aroused, students' divergent thinking can be opened up, and their learning autonomy can be improved. At the same time, different students draw different storm diagrams. Integrating different composition forms can increase the knowledge capacity of English review class and greatly improve the efficiency of English review class. As seen in **Figure 1**, M is main idea, S is supporting idea, D is detailed idea.

Figure 1

Brainstorming Diagram



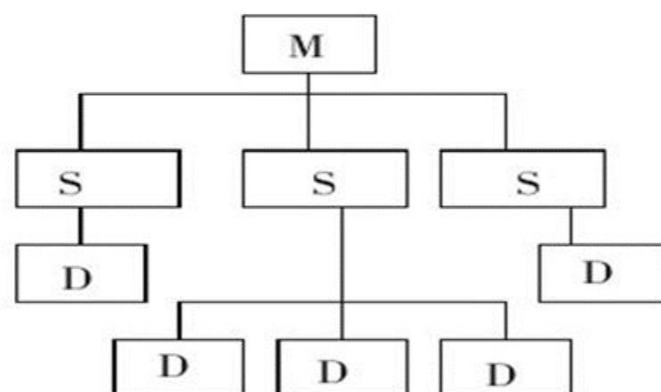
Note. M = main idea, S = supporting idea, D = detailed idea

4.2. Hierarchical structure diagram

The hierarchical structure diagram branches in turn from top to bottom. There is a strict subordinate relationship between the upper and lower layers, and the position of each branch cannot be changed at will. This composition method has strict logic and clear levels (Zheng, 2024). Students can understand the logical relationship between branches or topics through the upper and lower hierarchical structure, and can clearly understand the internal relationship between some knowledge in the review class at a glance. As seen in **Figure 2**, M is main idea, S is supporting idea, D is detailed idea.

Figure 2

Hierarchical structure diagram



Note. M = main idea, S = supporting idea, D = detailed idea

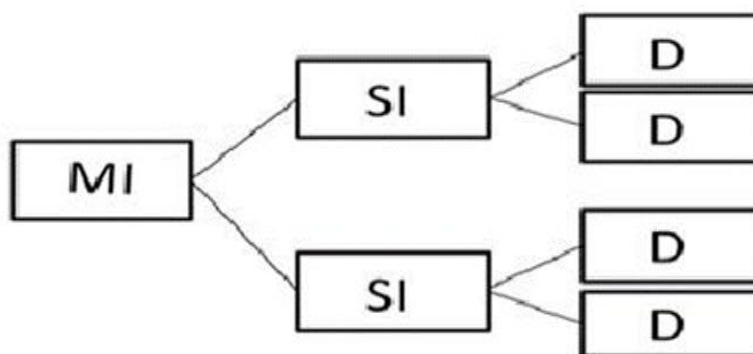
4.3. Summary chart

The inductive summary diagram spreads to each branch topic through the central topic, and each branch is independent of each other and interrelated with its trunk. In the English topic review class, students can not only expand their learning new knowledge, but also sort out and summarize the old knowledge. They can clearly and simply integrate the old and new knowledge with each other, and prevent students from forgetting the old knowledge after learning the new knowledge. Using this picture can play a role in reviewing the past and learning the new, which greatly improves students' English learning literacy.

There are various styles of mind maps. In the specific operation of review class, we should choose to draw different styles of mind maps in combination with the specific content of topic review, so as to achieve the best classroom teaching effect. As seen in **Figure 3**, M is main idea, S is supporting idea, D is detailed idea.

Figure 3

Summary Chart



Note. M = main idea, S = supporting idea, D = detailed idea

5. The application of mind maps

Mind map is an ideal tool for topic presentation and review. It has the function of sorting out knowledge and compressing content. It sorts out and compresses the content of discourse, tense or unit into a picture by connection, pictures or keywords, which is convenient for students to construct and grasp the discourse, tense or unit as a whole, clearly understand the content framework and ideas to be reviewed, and improve the teaching effect of English review class.

Therefore, there are different types of English review classes, and the use of mind maps has different effects (Liu, 2024). In the unit review class, the use of mind

maps can help students construct the knowledge framework structure of each unit, guide students to sort out the knowledge context of the whole unit, and the content presented is clear and prioritized; In the special review class, the use of mind maps can help students refine the key points and difficulties of classified sections, and quickly construct an important knowledge network of the review content of each section, which not only increases the capacity of the classroom but also speeds up the rhythm of the classroom; In the comprehensive review class, the use of mind maps can help students clarify the knowledge connections between modules, units, and modules and units, scientifically show the framework system of comprehensive review content, and help students draw analogy and achieve breakthroughs in thinking.

5.1. Application in unit review class

When reviewing each unit in stages, based on the central topic of this unit, use mind maps to sort out the important knowledge of this unit, so as to encourage students to systematically grasp the context of the entire unit and achieve twice the result with half the effort. For example, reviewing Unit6, volume 1, seventh grade, People's Education Press Do you like bananas? In this unit, good eating habits can be the central topic (Tao, 2024). Students can conduct brainstorming activities around this topic, sort out the important vocabulary and key sentence patterns of this unit, and draw a brainstorming diagram. As seen in **Figure 4**, this is a mind map about good eating habits.

Figure 4

Good eating habits



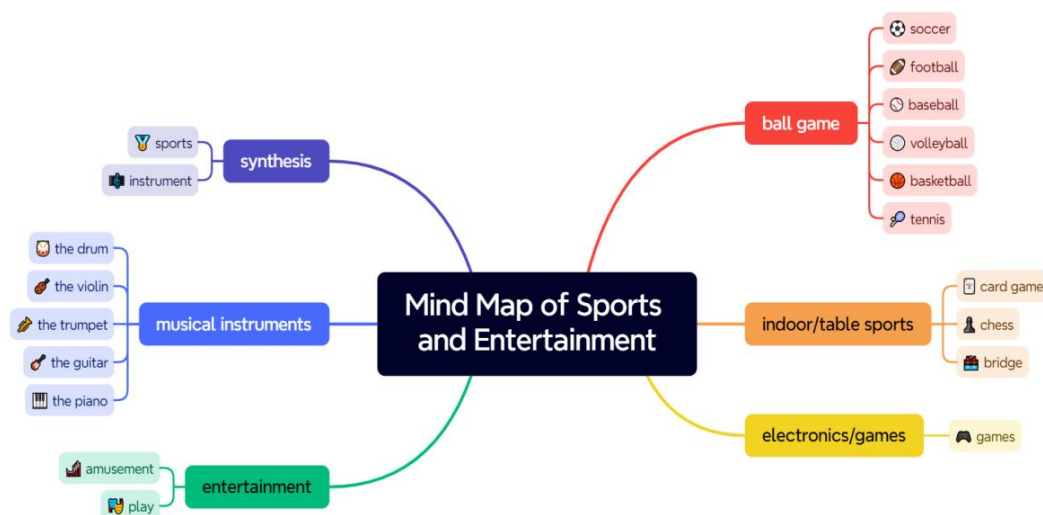
Topic review mainly focuses on a certain topic. On the basis of single review teaching, it integrates and induces higher-level knowledge, strengthens the intersection and penetration between topic knowledge, and helps students systematically master the overall knowledge. Using mind maps to carry out special review teaching can help students refine the important contents of each topic and clearly understand the key points and difficulties of classified review contents. English review classes in junior middle schools are generally divided into four types of topics: vocabulary review class, grammar review class, reading review class and composition review class.

5.1.1 Vocabulary review class

One of the troubles that students encounter in learning English is that their vocabulary is insufficient and they are easy to forget. Using mind maps to review English phrases can not only expand vocabulary information, but also improve memory speed. For example, when reviewing the verb play, students can combine entertainment, sports, musical instruments and other topics to form a mind map. As seen in **Figure 5**, this is a mind map about play.

Figure 5

Play



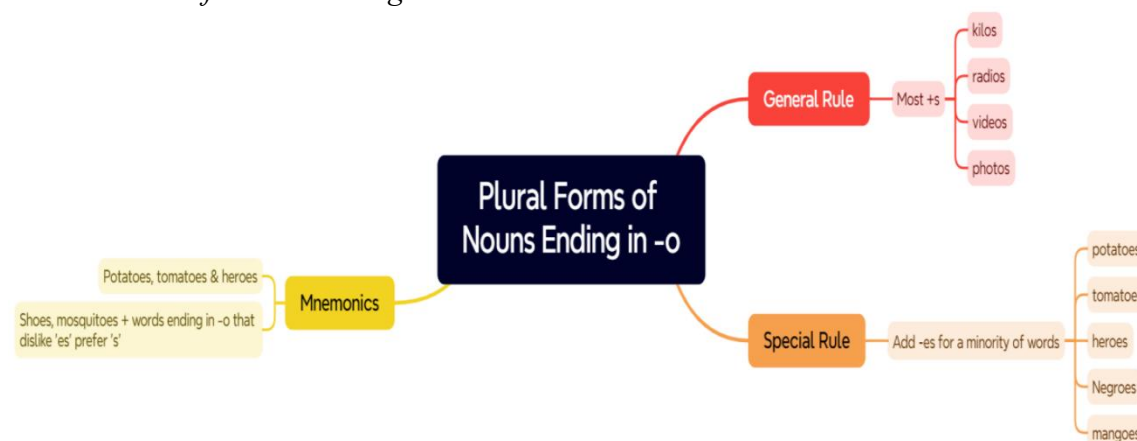
5.1.2 Grammar review class

Grammar review teaching should be simple and logical, and avoid using sea tactics to increase students' burden. In the grammar review class under the new

curriculum reform, mind map can be used as a review tool to sort out and summarize a certain grammar phenomenon according to the actual situation of students. For example, reviewing the plural form of a noun ending in o, you can use the form of a map to summarize its regular changes and irregular changes. As seen in **Figure 6**, this is a mind map about plural forms of nouns ending in “o”.

Figure 6

Plural Forms of Nouns Ending in “o”

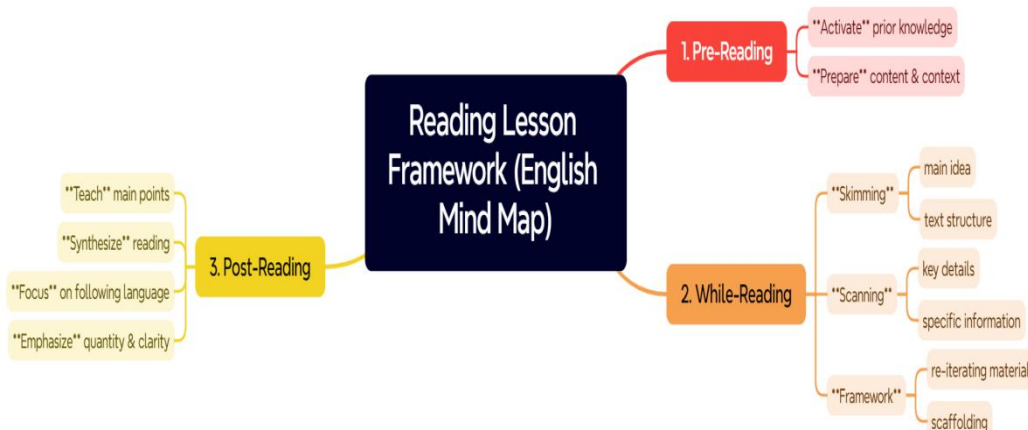


5.1.3 Reading review class

Traditional reading review teaching pays too much attention to the usage of vocabulary and sentence patterns in reading texts, ignoring the reading guidance of the whole discourse. In the long run, it may directly affect students' overall understanding of reading discourse, and indirectly affect the development of students' reading ability and the improvement of thinking ability (Xie, 2024). The new curriculum standard puts forward higher and higher requirements for cultivating students' reading ability in junior middle school. In order to improve students' reading ability and promote students' self-development, we can adopt the teaching mode of mind map review class, guided by the overall concept and centered on reading text, and form six links of reading review class: ingenious introduction → recalling old knowledge → self-arranging → perfect evaluation → expanding application → extending after class. With the help of mind map mode, the reading review class strengthens the reading guidance of review texts, constantly broadens students' reading horizons, and gradually cultivates students' reading ability. As seen in **Figure 7**, this is a mind map about reading lesson framework.

Figure 7

Reading Lesson Framework

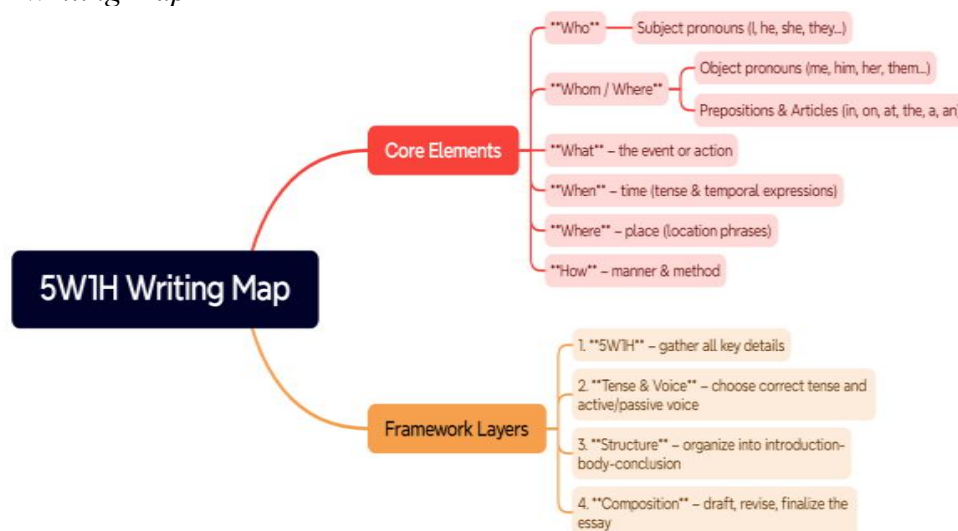


5.1.4 Composition review class

Mind mapping can externalize radioactive thinking and present a variety of viewpoints and ideas. In the review class of English topic composition, using mind mapping can improve students' mastery of knowledge structure and help them quickly find writing materials and methods. For example, to review writing on the topic of holiday, you can use a mind map to construct a 5w section, make associations from five aspects: where, when, what, who, and how, recall related phrases and sentence patterns, and construct a writing framework diagram. This form can help students clarify their writing ideas, improve their ability to select materials and exercise their logical thinking. As seen in **Figure 8**, this is a mind map about 5W1H writing map.

Figure 8

5W1H Writing Map

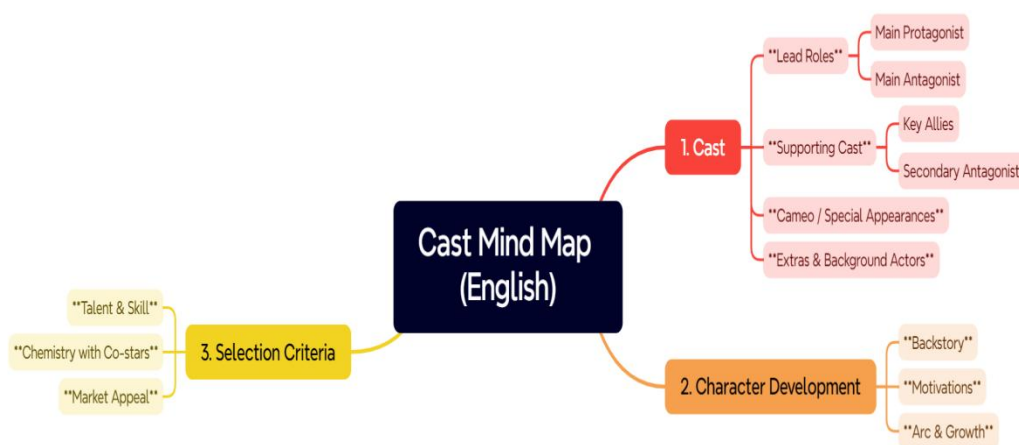


5.2. Application in comprehensive review class

The knowledge of comprehensive review class is complicated and cumbersome. Teachers should pay attention to the active construction of knowledge framework, carry out the teaching of review class with the help of mind maps, integrate the comprehensive knowledge twice in a vivid and intuitive way, clarify the logical relationship among all kinds of knowledge, simplify the complexity, highlight the important and difficult points, reduce students' memory and review pressure, improve the efficiency of review and consolidate the review effect. The teaching of comprehensive review course lies not in how much content teachers explain in class, but in how much content students can summarize after class (Ma, 2024). For example, summarize and sort out the language knowledge points in the first volume of the eighth grade of the People's Education Press. As seen in **Figure 9**, this is a mind map about English learning activities map.

Figure 9

English Learning Activities Map



6. Conclusion

In junior high school English topic review class, using mind maps can enliven the English classroom atmosphere, stimulate students' interest and enthusiasm for review, promote students' memory and mastery of English knowledge, and thus improve the efficiency of English topic review class (Dai, 2025). Therefore, teachers need to skilfully use mind maps to help students summarize and sort out knowledge,



deepen understanding and construct knowledge system, guide students to gradually master learning and thinking methods, and improve students' thinking ability and learning ability.

Conflict of interest: The author declares no conflict of interest.

Funding: This research received no external funding.

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