

Thinking Visualization in English Teaching for Junior High School

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How to cite this paper: Ma, H. (2025). Thinking Visualization in English Teaching for Junior High School. International Journal of Social Science, Education and Humanities, 1(1), 50 - 55. ISSN Print: 3104-4239; ISSN Online: 3104-4247. <https://doi.org/10.63313/IJSSEH.9006>

Published: 2025-08-13

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Abstract

This paper explores the significance and application of thinking visualization in junior high school English teaching. Visualization, employing tools like mind maps, pictures, videos, and charts, transforms abstract language concepts and text structures into concrete, visual representations. This approach enhances students' comprehension of vocabulary and grammar, improves information retention, fosters creativity, and accommodates diverse learning styles. Key classroom strategies include using mind maps to organize texts, multimedia resources to aid understanding, and charts to analyze data. Despite challenges like resource constraints, time demands, and assessment difficulties, thinking visualization proves effective in stimulating learning interest, developing logical thinking, and improving overall English reading quality and efficiency.

Keywords

Thinking Visualization; Junior High School English Teaching; Teaching Strategies; Mind Mapping

1. Introduction

In the field of education, thinking visualization is gradually becoming an important teaching tool. It is a teaching method that uses images to make thinking objects and thinking processes clearly visible, so that abstract knowledge and methods are presented intuitively, so as to help students deepen their knowledge understanding.

In the visual teaching of English thinking, teachers optimize the design of classroom activities with students as the center, and visually present the main content of the article with the help of pictures, videos, flow charts so that key words, core topics, grammar knowledge become visualized. Some suggests that multimedia games can offer a more effective learning environment for developing and improving cognitive skills. [2] So based on some thinking visualized ways, students can deepen their understanding of the connotation of the text, fully exercise the profundity and flexibility of their thinking, and fundamentally improve the quality and efficiency of English reading teaching.

For junior high school English teaching, mental visualization is particularly important. It can also play a crucial role in enhancing students' learning experience and improving their language skills.

2. The importance of thinking visualization in English teaching

In the book *The Mind Map* said: Mind Maps can boost your memory, unlock your creativity, improve your concentration, change how you think and learn.[1] Implementing teaching strategies from the perspective of visual thinking such as using mind map can achieve visual thinking in English. This not only helps students better understand the basic concepts and methods of English thinking, but also generates a strong interest in English learning. It can also exercise their abilities to observe, think, and solve problems, thereby improving their language literacy.

The application of visual thinking teaching strategies in middle school English teaching has become a focus of attention for many educators. The importance of it can be summarized in the following aspects.

2.1. Enhancing comprehension

Visualizing thinking can help students better understand the meaning of words and sentences. By using visual aids, students can create mental images of the words and concepts being presented, which can make it easier for them to remember and recall information.

When learning English vocabulary, teachers can help students understand the meaning of words through visual tools such as pictures and charts. For example, when explaining the word "apple", show a picture of an apple so that students can visually see the shape, color, and other characteristics of the apple, so as to deepen their understanding of the word.

Grammar rules are often abstract and difficult for students to understand. Through visual means, such as grammar charts, mind maps, grammar rules can be clearly presented.

2.2. Improving memory

Thinking visualization can also help students improve their memory. By creating visual images of the information being presented, students can better remember and recall information. This is especially important when learning and receiving a lot of information.

Use visual tools such as flashcards, memory palaces to help students memorize words. Associating words with images, scenes make it easier for students to remember words. When a junior school freshman memorizing the word "elephant", imagine the image of an elephant and associate the word with the image of an elephant can effectively cultivate his memory ability.

For the learning of English texts, visual methods can help students better understand

the content of the texts, thereby improving the memorization effect. Make a text mind map to clearly display the main content, structure and logical relationship of the text to help students memorize.

2.3. Promoting creativity

Visualizing thinking can also help students develop their creativity. By using visual aids, students can explore different ways of thinking and expressing themselves. This can help them develop their own unique style of writing and speaking.

In the teaching of writing through brainstorming or mind mapping can helps students to conceive the content of their writing, guides them to think about problems from different perspectives, and puts forward unique opinions and ideas.

Visualization tools can also help students communicate better orally. In the oral practice, the scene is displayed through pictures, videos, so that students can express themselves orally according to the scene, and improve the flexibility and creativity of oral expression. [3]

2.4. Adapt to different learning styles

Through Gardner's theory of multiple intelligences, we can recognize and understand that each person's intelligence has different levels of development. However, for people with different learning types, the visualization of thinking is not only helpful for visual learners, but also has a good impact on other types of learners.

For visual learners, thinking visualization can meet their learning needs. They acquire knowledge through visual information, which is easier to understand and remember. This type of student learn English by watching visual materials such as pictures and videos.

For auditory learners, mental visualization can be effective as well. Learners can combine with auditory learning. When they are learning, they can doing this by listening to English audio, explanations with visual tools, help them better understand and retain knowledge.

3. The application of visualizing thinking in English teaching

3.1. Mind maps organize text structures and enhance students' logical thinking ability

In reading instruction, teachers can guide students to use mind maps to organize the text, the structure and main content of the chapter. By extracting keywords and key sentences from the article, students can organize them in the form of a tree or mesh diagram to form a clear knowledge network. This helps students to have a comprehensive understanding of the article, while also cultivating their logical thinking and inductive abilities.

For example, middle school English teachers want to incorporate mind maps into English reading instruction when organizing the text structure and conducting

teaching practice for students, teachers can use an English reading material about ecology as the teaching center, first guiding students to quickly browse the article and grasp the overall content. Then, the teacher can guide students to start drawing mind maps. Based on the main content of the article, divide the branches of the mind map into several parts. Through this mind map, students can clearly see the structure and logical relationships of the article, thus better understanding the main idea and points of the article. Meanwhile, in the process of drawing a mind map, students need to constantly think and summarize, which helps cultivate their logical thinking and analytical abilities.

From this, it can be seen that combining mind maps to organize text structures is an effective teaching strategy for middle school English reading, which can help students enhance their reading thinking logic, improve their reading ability and comprehensive quality.

3.2. Using pictures and videos to assist students in understanding and enhance the fun of English classes

In reading instruction, teachers can use multimedia resources such as pictures and videos to assist students in understanding reading materials. By displaying pictures and videos related to the content of the article, teachers can help students establish a clear visual understanding and deepen their understanding. Impressions and understanding of the content of the article. This teaching method can stimulate students' learning Interest and enthusiasm, while also cultivating their observational skills and imagination.

For example, middle school English teachers who want to use pictures and videos in reading instruction

When multimedia resources effectively assist students in understanding text content and enhance the fun of English classroom teaching, teachers can choose an English article that describes natural scenery. At this point, in order to help students better understand the scenery depicted in the article, teachers can collect some relevant pictures and video materials in advance. In class, teachers can first display these pictures and videos, allowing students to intuitively experience the beauty and magnificence of nature. By watching pictures and videos, students can gain a deeper understanding of the scenery described in the article, such as the ups and downs of mountains, the flow of rivers, and the ecology of flora and fauna. This intuitive feeling can help students establish a visual understanding of the content of the article, deepen their understanding and memory of the article.

Meanwhile, the use of pictures and videos can also add fun and vitality to the classroom. Teachers can design interactive activities based on the content of pictures and videos, such as questioning, discussion, or role-playing, to encourage students to actively participate. This teaching method can not only stimulate students' interest and enthusiasm for learning, but also cultivate their observation and imagination. From

this, it can be seen that using pictures and videos to assist students in understanding is an effective teaching strategy for middle school English teachers, which can enhance the fun of English classroom teaching and help students better understand and memorize text content

3.3. Using charts to analyze English data information and enhance students' ability to summarize and generalize

For reading materials that involve data information, middle school English teachers can guide students to use charts and graphs to analyze and display data, such as what middle school students commonly see in English reading

Bar charts, line charts, pie charts, etc. By transforming data into intuitive chart forms, students can more easily understand the relationships and trends between data, thereby deepening their understanding of the content of the article. This teaching method can cultivate students' abilities in data analysis and visual expression. For English teachers, this can also enhance the logicity of their teaching and help students learn better.

Middle school English teachers often involve the analysis and understanding of various data information in English reading teaching. To enhance students' ability to summarize and generalize, teachers can use charts to assist students in analyzing and understanding this data information. For example, when teaching students an English reading material about "shopping habits", middle school English teachers can analyze a large amount of data contained in the article, such as the frequency of shopping and the types of products purchased by teenagers of different age groups. To help

To help students better understand these data, teachers can guide them to organize them into chart form.

From this, it can be seen that using charts to analyze English data information under the guidance of teachers is an effective teaching strategy for middle school English reading, which can improve students' ability to summarize and generalize, and help them better understand and apply the knowledge they have learned.

4. The challenges of visualizing thinking in English teaching

4.1. Limited resources

Visualizing thinking requires the use of visual aids such as pictures, diagrams, and graphs. However, some schools may lack the necessary hardware equipment, such as computers, projectors, which will affect the implementation of thinking visualization teaching. And some schools may not have enough software resources, such as English learning software, visualization tools. It will also limit the development of thinking visualization teaching.

4.2. Time-consuming

Visualizing thinking can be time-consuming.

During the teaching process, teachers need to spend a certain amount of time preparing and implementing thinking visualization teaching. This can lead to a tight teaching schedule and affect the teaching progress. Students need to spend a certain amount of time to complete their visualizations, which may increase the learning load of students.

4.3. Difficulty in assessing students' progress

Visualizing thinking can be difficult to assess. Teachers may need to use different methods to evaluate students' progress, such as using tests or assessments. However, these methods may not be accurate or effective in evaluating students' progress.

4.4. Difficulty of assessment

There is currently a lack of uniform assessment criteria, and there may be subjectivity in the evaluation of students' visualizations. Assessment methods may not be scientific enough to accurately assess student learning outcomes.

5. Conclusion

Thinking visualization of middle school English thinking is an important exploration in today's English education. Through this middle school English teachers have successfully transformed complex reading thinking processes into intuitive and vivid images, helping students to deeply understand the text and improve their reading ability and thinking quality.

This teaching model not only stimulates students' interest in English learning, but also cultivates their ability for self-directed learning and exploration. However, in actual teaching, English teachers should also be aware that visual thinking teaching is not a one-time solution. It requires teachers to constantly learn and innovate to adapt to the needs of different students and changes in subject development. At the same time, students also need to put in more effort and actively participate in thinking training in order to truly master this skill.

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