

Application of Flipped Classroom in Junior High School English Grammar Teaching

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Abstract: With the deep integration of information technology and modern education, the teaching model of “flipped classroom”, which combines online and offline teaching, has come into being. By combining the basic concepts and the research status at home and abroad of flipped classroom, this paper explores the application of flipped classroom in English grammar teaching.

Keywords: Flipped classroom; Junior high school English; Grammar teaching; Learners’

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The English Curriculum Standards for Compulsory Education (2022 Edition) clearly puts forward the concept of “promoting the in-depth integration of information technology and English teaching” in the compulsory curriculum. Flipped classroom is a modernized teaching mode based on the science of information technology, and its emergence and rise provide a brand new opportunity for this reform. The application of flipped classroom is of great significance in solving the problems of low teaching efficiency and inactive teaching atmosphere.

1. The Concept

Flipped classroom is doing at home what you do at school and completing in class what you do at home (Sams & Bergmann, 2014). As a blended learning model, students watch a video of the theoretical part of the course, either downloaded over the Internet or prerecorded by the teacher himself, on an electronic device platform prior to the class, depending on their respective study time and pace. Students are required to take notes independently on points they do not understand and solve problems in class by participating in group activities or lectures by the teacher.

2. Research Status at Home and Abroad

Flipped classroom teaching model has been emerging in foreign countries for a long time, initially aiming at solving teaching difficulties due to time, place, number of teachers, etc. For example, in the early 1990s, Prof. Eric Mazur of Harvard University attempted to carry out practice and research on flipped classroom in order to help students who could not keep up with the progress of the course. In 2011, the Khan Academy, founded by Salman Khan, attracted worldwide attention with its instructional videos covering physics, mathematics, biology, finance, and contemporary economics, among other subjects.

Compared with foreign countries, domestic research on flipped classroom started late but developed relatively rapidly. Domestic research on the flipped classroom began in 2012, and the number of studies on it has increased significantly in the past decade. With the continuous development of science and technology and the impact of COVID-19, it has also begun to be favored by junior high school teachers, and the existing research focuses mainly on the selection of different teaching platforms, the teaching effect and the teaching process. First, in terms of platform selection, Jiao Yuhai and Yu Fangjun (2012), Su Yan (2018) and Wen Yingxi (2023) who used flipped classroom for teaching based on Moodle, QQ, and Rain Classroom platforms, respectively. As for teaching effectiveness, Luan Lan (2023), Gao Min and Wang Guohua (2022), Zhao Ziru (2020) and Xu Chang (2022) explored the changes in teaching effectiveness after the implementation of flipped classroom from different educational levels of primary school, junior high school, senior high school, and university; meanwhile, they also examined the changes in the improvement of students’ ability in English writing, reading, and grammar. The last is the difference in the teaching and learning process. Li Xiaona (2018), Liu Zhengyan (2017)

and Zhang Yaqian (2021) explored the “Four Stages of Main and Auxiliary”, “Three-three” and “U-shaped” flipped classroom. In addition, some researchers have constructed new flipped classroom adapted to “localization” on the basis of the origin, such as Long Xiao’s “Two Two Five” model that combines the status quo of English teaching in high schools in Heilongjiang Province (2016).

To summarize the current state of research, flipped classroom is relatively widely used in China, but there is still a lack of innovation to adapt to the teaching of relative school segments and lesson types, especially in junior high school English grammar teaching. To address this issue, this paper will adopt Long Xiao’s (2016) “Two Two Five” flipped classroom applied to junior high school English grammar lesson, in order to provide certain reference value for practical teaching.

3. The Application in Junior High School English Grammar Teaching

Taking “The Adventures of Tom Sawyer”, Unit 7, Volume 1 of the Guangzhou English textbook (Shanghai Oxford Edition) as an example, the author combined with Long Xiao’s (2016) flipped classroom of “Two Two Five” to carry out grammar teaching. The first “Two” means in the flipped classroom teaching process, the teacher and the student are the two main bodies. The second “Two” refers to the two main stages in the implementation of flipped classroom, namely, the pre-class stage and the mid-class stage. The “Five” refers to the five links that start from the two main lines of the teacher and students, namely, teachers’ pre-class preparation, students’ pre-class learning, problem solving in class, task cooperation and presentation, evaluation and summary.

Grammar Teaching Design (45mins)

3.1 Unit Topic

The Adventures of Tom Sawyer, which falls under the category of “People and Society” and deals with “representative authors and works in Chinese and foreign literature”.

3.2 Teaching Objectives

Language Ability: Students can not only identify the structure and meaning of restrictive and non-restrictive attributive clauses, but also use those clauses to describe people or things appropriately.

Thinking Quality: Students can use mind map to sort out attributive clause.

Cultural Awareness: Students can improve their cross-cultural awareness by understanding the role images in Chinese and foreign literature.

Learning Ability: Students can improve their self-learning ability by learning micro-lessons and enhance the sense of cooperation through group cooperation.

3.3 Teaching Procedures

3.3.1 Pre-class Stage

Stage One : Teacher’s pre-class preparation

The teacher records a 12-minute video titled “12288, attributive clauses are easy” in advance to introduce to the students 1 concept of attributive clauses, 2 elements (the antecedent and the leading word), 2 forms (restrictive and non-restrictive attributive clauses), 8 relational words (5 relational pronouns and 3 relational adverbs), 8 cases where only “that” is used. Meanwhile, before the micro-lesson is formally played, the teacher sets up a question through the animation, how to describe Phoebe (the author’s English name) with attributive clauses?

Stage Two : Student Pre-class Learning

Teaching Objective: Learn attributive clauses and present structured grammar with mind map. (Learning and understanding)

Learning Activities: Students log in the platform to learn the micro-lessons, sort out mind maps and make notes on the points they do not understand during the learning process; after the video is over, they think about the questions raised in the micro-lessons.

Assessment: The teacher observes students’ learning progress in the background and record the knowledge repeatedly watched by students.

Purpose: Students learn micro-lessons before class, make a mind map after class to sort out grammar. (Retrieving and summarizing, generalizing and synthesizing)

3.3.2 Mid-class

Stage Three : Problem Solving in Class (20mins)

Teaching Objective: Based on structured knowledge, each group answers questions and clears grammatical barriers. (Transferring and creating)

Learning Activities: Students sort out the difficulties in the learning process of micro-lessons, and solve the problems through group discussion; meanwhile, under the guidance of the teacher, attributive clauses are reorganized and summarized.

Assessment: The teacher observes whether the discussion of knowledge in the group discussion is comprehensive and correct, and give responses and feedback to students.

Purpose: Through group cooperation, enhance the students' cooperation awareness and enhance the ability to solve problems. (Analyzing and judging, internalizing and utilizing)

Stage Four: Task Cooperation and Presentation (20mins)

Teaching Objective: Students discuss in the group how to describe the character in attributive clauses, and report the results to the class in combination with the poster work. (Transferring and creating, applying and practicing)

Learning Activities: Based on the questions set in the micro-lesson: how to describe Phoebe with attributive clauses, students carry out intra-group exchanges for correction and introduce the best or the most creative ideas in the group to share with the whole class; under the guidance of the teacher, in small groups, they make posters depicting the character images of the masters and disciples in the Journey to the West in combination with the knowledge of attributive clauses, and perceive the usage of attributive clauses; members of the group introduce the details and highlights of the posters to the whole class and describe the images of the masters and disciples on the posters with attributive clauses.

Assessment: The teacher observes whether students can accurately use attributive clauses to describe the teacher, and the four masters and disciples role images, and express themselves correctly in group discussions and class sharing, and gives necessary guidance and feedback as needed, while grasping students' learning and internalization of key knowledge expressions.

Purpose: The teacher guides students to reflect on and evaluate the ideas of their peers, to realize the assessment of learning. (Describing and interpreting, internalizing and utilizing, imaging and creating)

Stage Five: Evaluation and Summary (5mins)

Teaching Objective: Students reflect on classroom performance through self-assessment and mutual assessment. (Transferring and creating)

Learning Activities: Students make self-assessment and peer assessment of their performance in this lesson and perceive the common educational revelation of the theme of this unit, The Adventures of Tom Sawyer, and Journey to the West, which is the subject of this grammar lesson.

Assessment: The teacher observes whether the students' assessments are comprehensive and detailed, and guides students to carry on thinking comprehension.

Purpose: Guide students to reflect and evaluate the classroom performance, and realize the evaluation to promote learning. (Criticizing and evaluating)

4. Conclusion

Based on the junior high school English grammar teaching under the flipped classroom, teachers should firstly make a rigorous teaching plan, refine and embellish the micro-lesson video before class, practically improve students' English grammar learning ability and application ability in every part of the classroom, and improve students' autonomy in English learning and their interest in English grammar learning. Flipped classroom does provide a form of student-centered teaching and creates a harmonious teaching atmosphere, so the teaching effect of the flipped classroom is really worth recognizing, and it improves students' ability to think independently and learn on their own. However, in any course and situation, as teachers, we cannot apply and flip it without thinking.

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